DOCUMENT RESUME

ED 141 017 RC 009 953

AUTHOR	Martin, Larry; Morris, Joann
TITLE	Indian Education Project, 1974.
INSTITUTION	Central Michigan Univ., Mount Pleasant.
SPONS AGENCY	Michigan
PUB DATE	74
NOTE	263p.; For abridgment, see RC 009 952
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS	*American Indians; Cultural Awareness; *Curriculum Development; Day Schools; *Educational Alternatives; Elementary Secondary Education; *Ethnic Studies; *Feasibility Studies; Higher Education; Pilot Projects; Teacher Education
IDENTIFIERS	*Central Michigan University; *Michigan (Detroit); Native Studies

ABSTRACT

A product of Michigan's Indian Education Project, this report includes two proposals designed to help meet the educational needs of Michigan American Indian students at various levels. The first of the two feasibility studies includes: a perspective on Michigan's American Indians; problems of Indian education (priorities, roots of the problem, major issues, an alternative to an Indian school, and a design for incremental change); the proposal for an Indian Education Center at Central Michigan University (organization of a program designed to meet the educational needs of secondary and higher education students via inservice training programs for teachers and future teachers, a Native American curriculum, a research component to examine causes/solutions re: Michigan's 75% dropout rate, pilot projects, and job training programs, while simultaneously disseminating Indian education information to local and state communities. The second study ("Detroit Study") includes an introduction; project background; description of the research setting; methodology; detailed findings; and the proposal to begin a day school in Detroit starting at the elementary level and offering courses in Indian history, languages, arts and crafts, culture, singing and dancing, and religion (includes information re: teachers, funding, building availability legalities, legislative backing, and general recommendations). (JC)

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EDUCATION

RC 009953

INDIAN EDUCATION PROJECT

1974

By:

LARRY MARTIN - Study Director

and

JOANN MORRIS

Study funded by State of Michigan and conducted under the auspices of Central Michigan University, Mt. Pleasant, Michigan 48859

ACKNOWLEDGMENTS

The research reported in this study was financed by a state legislative appropriation channeled through Central Michigan University.

We are particularly indebted to the Indian people in Michigan who helped to implement this Project. The Inter-tribal Council, North American Indian Association of Detroit, Associated Indians of Detroit, and the staff of the Michigan Indian Affairs Commission gave the project their full support, without which it could not have been accomplished.

The Administrative staff at Central Michigan University was particularly helpful in implementing many of the technical tasks related to the Project, but went far beyond this to demonstrate their support. It is of special importance to note the continued and sincere interest of President William B. Boyd. Ernest L. Minelli gave invaluable help in difficult situations. The Chippewa Big Brothers and Sisters, especially Mary Rasch, Co-Director, were of special assistance during the study. And the many faculty and staff of Central Michigan University who demonstrated wholehearted support for the Project are too numerous to mention.

I also want to thank Central Michigan University secretaries Rea Hayes and Jean Martin for their full support of our staff, Barbara Sprague for her secretarial assistance, Joann Morris for her invaluable "Detroit Study," and Joan Yehl for editing the manuscript.

Julius S. Peters of Mt. Pleasant, Michigan, is thanked for designing the cover of this study. His drawing was selected from many other competing designs.

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INDIAN EDUCATION

The Indian Education report studied the feasibility of establishing an Indian Academy in Michigan. It indicates that the present Michigan school systems are failing to educate Indian children -- 75% drop out -- and that most organizational efforts are inadequate in dealing with the real educational-social-economic needs of the Indian communities.

Two proposals are made to alleviate the situation. Proposal I recommends establishing an Indian Education Center at Central Michigan University which would meet the needs of Indian students at the university level and would at the same time disseminate information to the local community and the state at large on the nature of Indian Education in Michigan. Among its primary duties, the center would be responsible for developing in-service training programs for teachers and future teachers, for developing a curriculum in the study of Native Americans, for helping to establish pilot programs using such a curriculum, for conducting research concerning the causes and solutions to the present Indian drop-out rate, and for establishing job training programs. The center would be staffed with Indian personnel and would be advised by a University Advisory committee made up of Indian parents and the Indian community.

Proposal II recommends establishing an Indian-operated day school in the Detroit metropolitan area separate from the Detroit Public School System. It should start at the elementary level and offer courses in Indian history, languages, arts and crafts, culture, singing and dancing, and religion. It should be planned and governed primarily by Indians, utilizing Indian teaching personnel.

The report recommends some form of immediate action and implementation of the proposals presented.

SECTION I

INDIAN EDUCATION STUDY

By Larry Martin

INTRODUCTION

This study of the Indian Education Project begins with a "Summary of Historical Findings" from the 1969 report made by a special U. S. Senate Subcommittee on Indian Education.[1]

I. POLICY FAILURE

The dominant policy of the Federal Government towards the American Indian has been one of coercive assimilation. The policy has resulted in:

A. The destruction and disorganization of Indian communities and individuals.

B. A desperate, severe and self-perpetrating cycle of poverty for most Indians.

C. The growth of a large, ineffective, and self-perpetuating bureaucracy which retards the elimination of Indian poverty.

D. A waste of Federal appropriations.

II. NATIONAL ATTITUDES

The coercive assimilation policy has had a strong negative influence on national attitudes. It has resulted in:

A. A nation that is massively uninformed and misinformed about the American Indian, and his past and present.

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[1] S. Res. 80, 91st Congress, 1st Session, 1969, Indian Education: A National Tragedy - A National Challenge, p. 21. This report is on file in the Office of Instruction and Research, Central Michigan University.

II. B. Prejudice, racial intolerance, and discrimination towards Indians far more widespread and serious than generally recognized.

III. EDUCATION FAILURE

The coercive assimilation policy has had disastrous effects on the education of Indian children. It has resulted in:

A. The classroom and the school becoming a kind of battle-ground where the Indian child attempts to protect his integrity and identity as an individual by defeating the purposes of the school.

B. Schools which fail to understand or adapt to, and in fact often denigrate, cultural differences.

C. Schools which blame their own failures on the Indian student and reinforce his defensiveness.

D. Schools which fail to recognize the importance and validity of the Indian community. The community and child retaliate by treating the school as an alien institution.

E. A dismal record of absenteeism, drop-outs, negative self-image, low achievement, and, ultimately, academic failure for many Indian children.

F. A perpetuation of the cycle of poverty which undermines the success of all other Federal programs.

IV. CAUSES OF THE POLICY FAILURE

<u>The coercive assimilation policy has two primary historical roots:</u>

A. A continuous desire to exploit, and expropriate, Indian land and physical resources.

B. A self-righteous intolerance of tribal communities and cultural differences.

In the context of the issues raised in this report, the state of Michigan is interested in viewing the Indian need in Michigan and in re-evaluating its responsibility to Indian people. Michigan is one of the few states that has taken upon itself full responsibility for the education of its Indian people. (Public Act No. 95, 73rd Congress, Senate 2152, Approved February 19, 1934) This raises the question of whether or not Michigan's educational institutions are able to do an adequate job of educating Indian children. In a quick overview of these educational institutions, we find a variety of educational organizations. They range from Headstart programs to elementary schools, high schools, colleges, and vocational operations. On each of these levels a number of responsible administrators exist who are concerned about their effectiveness and efficiency in meeting the growing needs of Indians.

Many Indian people in Michigan have stated that 60 - 80% of the Indian children in the state do not finish high school. In an effort to counteract this drop-out rate, several members of the faculty and staff of Central Michigan University initiated plans for establishing a residential Indian Academy sponsored by Central Michigan University. An Indian Academy Committee was formed to initiate and implement procedures. The members of this Committee include:

Charles Westie, Chairman
Rupert Koeninger
Leonard Lieberman
Katherine Ux
Richard Kirchner
Ernest Minelli
Charles House
Mary Rasch
James Pego

A legislative appropriation of $20,000 made possible a feasibility study of the Indian Academy proposal during the summer of 1972. (An analysis of the Indian Academy Prospectus is contained in Appendix A.)

The Academy idea is perhaps best documented in Michigan Academy of the Indian Nations, A Prospectus, and in A Proposal to Establish the Feasibility of a Michigan Indian Academy.* These documents contain four significant expectations implicit in the feasibility study. The first of these is probably the most basic.

1. There is a sincere interest at Central Michigan University to initiate help for Indian youth through an educational program.
2. The Academy Committee at Central Michigan University favored a study of the feasibility of an Indian residential academy.

*Both of these documents are on file in the Office of Instruction and Research, Central Michigan University.

3. It was hoped that the project could gain the full acceptance of the Indian community.

4. The key method would involve the hiring of an Indian person to direct the study.

At this point, it is important to suggest a means to achieve educational objectives with American Indians. Of course, there is more than one good way. But in respect to the background which belongs uniquely to the Indian, I submit that the planning, design, implementation, and evaluation of educational programs must have responsible Indian participation on all levels. This is in keeping with the right of free choice and self determination. It also speaks to the development of utilization of Indian skills.

PART ONE

MICHIGAN INDIANS: A PERSPECTIVE

OUTLINE OF INDIAN EDUCATION PROJECT

At the inception of this study, the following overview and outline of the project was established. The statement of objectives may be used as partial criteria to determine the extent to which the project was successful.

Objectives:

1. To help alleviate needs related to the education of Indians;
2. To strengthen existing efforts of other institutions attempting to meet needs;
3. To initiate a program that will maximize Indian participation; and
4. To help develop viable ways to design and evaluate Indian programs.

Activities Relating to Objectives:

1. Talk to Indian individuals to solicit their experiences and knowledge regarding Indian need and to obtain their opinions about priority of need.
2. Talk to heads of Indian organizations to obtain a list of Indian projects, and their purposes and functions. Obtain their endorsement of Central Michigan University's efforts.
3. Identify Indian people who could assume responsibility in carrying out whatever program evolves.
4. Explore the resources of key organizations [illegible]e the Bureau of Indian Affairs, Michigan Department of Education, Universities and Colleges, and the Legislature.
5. Assess the limitations of such key organizations to respond to Indian programs.
6. Establish an Indian advisory group to plan, design, and initiate a program which could help meet the need that has been identified.
7. Hold meetings with appropriate people to facilitate maximum use of existing resources and to develop broader support for the proposed program.

Areas of Significant Indian Population and Action:

1. Reservation areas,
2. Lansing area,
3. Detroit area,
4. Northwest area (Peshawbest Town, Charlevoix, Traverse City, etc.) and
5. Other small scattered communities (Flint, Saginaw, etc.)

Pertinent Facts About Each Area:

Reservation

1. A Federal area where the Bureau of Indian Affairs is operative,
2. Specific facts are available on land status,
3. Population figures and other demographic data are available,
4. Area is rural and isolated,
5. Johnson O'Malley Funds (Federal Education help) are available for these communities, and
6. The estimated total population for four reservations is 1,200.

Lansing

1. Location of State Indian Affairs Commission,
2. Location of Michigan Department of Educa-

tion,

3. A majority of the Department of Education's Indian Ad Hoc Educational Committee resides in area,
4. An off-reservation community, and
5. Demographic data and population figures are minimal.

Detroit

1. Urban area,
2. 9,000 - 12,000 Indians possible,
3. Perhaps 50% of Indian population is of Canadian citizenship,
4. At least two known Indian organizations are in Detroit, and
5. There are organizational and funding problems.

Northwest Area

1. Has not been involved in state matters,
2. Isolated, small, powerless communities,
3. Not a reservation area,
4. Housing is a crucial need,
5. Over-saturated with survey projects, and
6. Natural leaders influence local progress.

Central Michigan University's Possible Role:

1. Develop its relations with the Indian communities;
2. Help to identify, understand, and meet Indian Education need;
3. Help develop a better route of access to educational opportunities for the Indians of Michigan;
4. Make its facilities and technology available toward the development of Indian Education concern;
5. Establish and maintain a warm and humane climate where educational concerns can be fostered and grown; and
6. Work toward establishing permanent status for Indian input, not a token effort.

Initial Steps:

1. Talk to key individuals and organizations in each of the four areas. Record the need, and identify responsible Indian people who would serve on an advisory board.
2. Obtain all data related to Indian education from the Bureau of Indian Affairs and the Michigan Department of Education. Critique is to be presented to the Indian Advisory Group.
3. Interview people from the above organizations and develop a synopsis of these interviews to be presented to the Indian

Advisory Group.

4. Call an Indian group meeting from the four areas. This would include the responsible Indian people who have been identified above and other Indians who want to be part of this effort.

5. Findings would be presented to such a group. They would be requested to help select the areas where a program would evolve, and be asked to indicate a preference of possible programs and areas.

OVERVIEWS

Two overviews are necessary before one can begin to understand the Michigan Indian situation. One is an historical perspective which is nicely done by former director of the Michigan Indian Affairs Commission, Herman E. Cameron. His statement, called EXPLOITATION TO CONCERN, includes a capsule history of Michigan's Indians, an overview of the reservation situation, the need for state action, important legislation, and Federal-Indian relationships. (See Appendix B)

The other overview is a demographic overview. This is perhaps best illustrated in a report to the Governor's Commission on Indian Affairs: A STUDY OF THE SOCIOECONOMIC STATUS OF MICHIGAN

INDIANS published by Touche, Ross and Company, 1971.* A synopsis of this report has been developed which highlights the educational concern of Michigan. (See Appendix C.) Two other reports available for review concerning Indian demographics include REPORT OF THE MICHIGAN INTERIM ACTION COMMITTEE ON INDIAN PROBLEMS** and SCHOOL RACIAL ETHNIC CENSUS, 1969-70. (See Appendix D.) A pertinent fact available from the 1970 census is that there are 16,854 Indians in Michigan. The figures are presented on a county-by-county breakdown and have been conveniently located on a map of the counties in the state. One further bit of demographics was submitted by the Student Financial Assistance Services of Michigan's State Department of Education. It is a list of Indian students from their 1971 11th Grade American Indian Survey.** A final overview which has been developed by the Bureau of Indian Affairs describes the historical and demographic aspects of the various Michigan reservations. (See Appendix E.)

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*The complete Study is on file in the Office of Instruction and Research, Central Michigan University.

**These documents are on file in the Office of Instruction and Research, Central Michigan University.

AREAS OF STUDY

In the beginning, it was assumed that the reservation community (involving the four reservations) was the most critically needy community. It made sense from that point of view to favor considerable help to the reservation community. Yet preliminary investigations disclosed the fact that Detroit had by far the greatest number of Indians. It should be stated at this point that the Michigan Indian population is widely scattered. Two trips were made in early summer to explore the need in other areas. One trip touched the towns of Charlevoix, Traverse City, and Peshawbestown, which will be referred to as the Northwest Michigan area. The other trip was made to Grand Rapids where an estimated 800 Indians reside.

The procedure of determining which area should have priority in this study involved some careful and sensitive exploration into these areas with Indian people. Three questions were posed in the various meetings and discussions with Indian people: 1) What is the educational need in your area? 2) What is the program that will best meet that need? 3) Are the Indian people willing to commit themselves personally to insure the success of the venture? In addition to having these questions answered, there was an effort to solicit endorsement of the project from the Indian people of the various areas.

Detroit

In Detroit, preliminary visits were made to two Indian organizations: 1) The North American Indian Association of Detroit, and 2) American Indians of Detroit. When the first question of need was raised, the response was quick and to the point. The people are highly committed to better education for their children. When the question of program was presented, the idea of having an all-Indian school was brought up and quickly endorsed. On the question of commitment, AID pledged a working committee to get things started and the NAIAD gave a written endorsement to the project. Further developments in this area are detailed in the "Detroit Study" by Joann Morris who directed this particular portion of the project. (See Section II)

The Reservations

The reservations endorsed the project through one of the regular inter-tribal meetings. Each reservation had already made efforts to define the educational need through the establishment and development of an education committee, developed to channel all educational efforts. These committees are important in the administration of federal Johnson O'Malley funds on reservations.*

*Copies of Johnson O'Malley documents are on file in the Office of Instruction and Research, Central Michigan University.

Northwest Area

In the Northwest area, though the communities are very scattered, visits were made to several Indian homes and a sense of need, if not a very definitive list of needs, was developed. The families are very isolated from each other. Local county and town politics leave the Indian families powerless. Even when federal money is identified, local control over it hinders its accessibility. The people were very interested in "making things better for the kids," but because of frequent studies, experiments, and somewhat negative experience with agents of change, they were for the most part suspicious of any new effort. One resident of Peshawbestown cited the fact that some people bent on changing things in the local community came in, stirred up things in the community, exerted power tactics, and departed as soon as their funds for the studies were depleted. This left the local Indian community suffering from the backlash of the change efforts.

Despite these very negative experiences, a small group of Indians from that area developed their own plan to meet Indian educational need. Since they had little hope to develop ade-

quate change strategies in their local school system, their idea was to seriously consider a summer Institute or Camp which could speak to Indian identity and encourage Indian children to stay in school.

Tony Genia, an Indian who was born in this Northwest area, served as a valuable informant and guide when this study trip was made. Mr. Genia, who later joined the staff of The University of Michigan, Admissions Department, spearheaded an effort to make the camp a reality for the state of Michigan and its Indian youth. One of the documents included in the files for this report is The Native American Achievement Motivation Experience. It is a worthy document. Mr. Genia is hopeful for funding by the summer of 1973.

Grand Rapids

In the Grand Rapids area, Indian had needs very similar to those faced by Indians in Detroit. The interview was held with Mr. Chester Eagleman, Council Chairman, and with the Education Committee. After consulting about the program most appropriate to meet stated needs, the decision to establish an Indian Center in Grand Rapids was reached. A few people, including Mr. Eagleman, were very dedicated to that purpose.

Following is a resume of the Indian situation in Grand Rapids covering community-Indian relations, the organization involvement required to meet needs, and the established plan of action.

Indian Views of Community Attitudes
(developed from personal interviews)

1. Indians don't exist.
2. They exist, but are not enough to care about.
3. They're too dispersed geographically for a program.
4. Tribal differences make it impossible to organize Indians.
5. Out of many churches, only a few work with Indians.
6. There is no picture of the employment problem.
7. There are 800 Indians in Grand Rapids.
8. There is only token Indian participation in community affairs.
9. There is a constant influx of Indians.
10. In addition to the general problem of being poor, Indians have added complications because they're Indian.

Indian Desire for Organizational Involvement

1. Get people together to talk about a center.
2. Encourage the community to supply funds and facilities.
3. Plans must come from the people themselves.
4. Much staff time and effort will be necessary to implement plans.
5. Organizing the people and setting up the Center will be a major task.
6. A fiscal system and a representative system will be a major effort.
7. Educative efforts about the Center to agencies will be important.
8. Educative efforts about Indians also will be very important.
9. A projected plan for the future must develop.

Plan of Action

1. Organize the Indian people.
2. Create an Indian center.

3. Make the Center a viable service and fraternal organization.
4. Encourage self-help among the Indian people.
5. Encourage constructive relationships with the larger community.
6. Encourage the development of modern-day concerns into constructive projects.
7. Develop relevant demographic data.
8. Develop Indian participation in the project.
9. Encourage families and individuals to relate to the Center.

Mt. Pleasant*

The Mt. Pleasant area, which became one of the two key areas selected for this project, is worthy on many counts. It is different from the Detroit area in that it relates to one of the state reservations. The needs of the people, listed in their Johnson O'Malley plan, are very similar to the document submitted by the education committees of the other reservations. A unique problem exists in that, although the people are interested in education as are the people at Central Michigan University, and although a mere four miles separate the two communities, very little had been done to link these communities together in a common education effort. Polarization had set in. The

*All material pertaining to Indians in the Mt. Pleasant area is on file in the Office of Instruction and Research, Central Michigan University.

Indian people cited many examples of discriminating relationships and practices, not only in education, but also in various business establishments in the general Mt. Pleasant community.

The educational needs of the Indian community as a part of the larger community were many, but the Tribal effort for a program was concentrated on tribal affairs and developmental projects. The setting provided an ideal situation where a number of key issues could be raised that might have a bearing on change strategies for other universities as well as other reservations in their concern for higher education. Central Michigan University may be seen as a model system attempting to meet changing community needs. The School of Education at the University and the Mt. Pleasant High School System could link their efforts to upgrade their effectiveness in meeting Indian needs. There are many ways to accomplish the goals of this project.

Other Areas

The areas discussed are very inter-related in their purposes and functions, but each area functions quite autonomously. Perhaps the best way to review the total picture is to look at the many organizations that have been established. (See Appendix E for a complete list of Indian organizations in Michigan.) The variety of different organiza-

tions indicates that there are many differences among the Indian people which bear upon their ability to respond positively to programs. The reservations, for instance, in their pursuit of progressive programs must constantly be aware of their relationship to the federal government. Any litigation or federal program that in effect leads toward the termination of federal responsibility to reservations must be seriously questioned. The reservations have a great responsibility to develop and utilize the remaining land base, and to administer increasingly complex federal programs to meet the changing and growing needs of the Indian people. The federal education fund (Johnson O'Malley) must be administered through the reservations, so normally the use of this money is restricted to reservation communities.

The off-reservation Indian communities, on the other hand, are not so pressured by their relationship to the federal government because they are not on federal land and generally are not recognized by the federal government as Indian communities. Most non-reservation Indians, however, have a personal stake in whether or not reservations can survive, and on what basis, since most Indian individuals are members of federally recognized tribal lands. The basic issue for all Indians, therefore, relates to what will be done with the remaining land base. But the preoccupation of many organizations, especially non-reservation, is

to achieve other legitimation in order to receive federal, state, and local funds to carry out their programs.

PART TWO

PROBLEMS OF INDIAN EDUCATION

PRIORITIES

Priorities for the Indian Education Project, based on the documental facts from key Indian areas, were established in the following order:

1. Central Michigan University and the Saginaw-Chippewa Reservation relationship,
2. Detroit's Indian School idea,
3. Grand Rapids and its need for community organization,
4. the Northwest area with its motivational camp, and
5. the Upper Peninsula Reservations with their Johnson O'Malley programs.

Only the first two priorities were studied to any degree. The "Detroit Study" by Joann Morris is included as a complete study in itself. The remainder of this report speaks to Central Michigan University and its

relationship to the Indian community.

The problem under focus is easily stated. Too many Indian children drop out of school before they have achieved:

an adequate educational level to qualify for good jobs,

adequate skills to compete in today's world, and

sufficient preparation for higher education.

ROOTS OF THE PROBLEM

1. Poverty: inadequate income, bad housing, poor diet, insufficient clothing, frequent sickness, early death.
2. Federal Relations: paternalism, inconsistent policies and practices, arbitrary termination goals, vague federal-state relations, ineffective administration.
3. History: memories of losing the land base, various types of racism, long years of forced welfare dependency, victims of corrupt and unscrupulous business deals, conflict with regulations regarding natural resources, victims of the stereotype of being lazy, dirty, drunken and incompetent.
4. Education: lack of orientation for teachers, poor textbooks (especially regarding American History), inappropriate counseling methods, ineffective utilization of Indian education money, and conflicting peer pressures.

MAJOR ISSUES

In this project, the six crucial issues which emerged were:

1. Responsible utilization of resources,
2. Self-determination,
3. Consideration of an Indian school,
4. Viable alternatives to an Indian school,
5. Immediate vs. incremental action, and
6. Preparing the non-Indian for change.

1. Responsible Utilization of Resources

The $20,000 state appropriation meant many things to the Indian people. It meant the chance for Indians to determine their own needs and the possibility of initiating their own programs. It meant that an Indian staff could play the key role in the administration and design of this project. It meant a cooperative and supportive relationship with Central Michigan University. It allowed for proper monitoring and control of the funds while, at the same time, doing some solid work that needed to be done. It provided a learning experience for the various Indian people who took part in the project. It stimulated local people to develop their own programs. In relation to the general objective of the program, it resulted in the discovery of many possible options for meeting the problem of the Indian drop-out.

2. Self-Determination

Self-determination, or the chance for Indians to determine programs for themselves, was first provided when area selection was made. Secondly, the formation and utilization of the Indian advisory committee at both Central Michigan University and Detroit was another way of insuring Indian input. Finally, the all-Indian staff made key contributions.

3. Consideration of an Indian School

It is important to note that the consideration of an all Indian school in Detroit is similar to what was originally intended by the Central Michigan University Academy committee. But there is where the similarity ends. The idea of an Indian school comes from the Indians in Detroit. The feasibility study that was developed speaks directly to a viable way of eliminating the high Indian drop-out rate in that city. Such a school could demonstrate methods of keeping Indian children in school. In addition to the area study, trips to all Indian schools in Wyoming, Montana and Wisconsin were made to learn more about their function and structure which might have some bearing on the establishment of such a school in Detroit. Further details are outlined in the Detroit study.

AN ALTERNATIVE TO AN INDIAN SCHOOL

Change at Central Michigan University

Questions need to be asked present school systems as to whether or not change within these systems could contribute to the relevant education of Indians. For example, if the factors of teacher-student incompatibility and poor textbooks are listed as key reasons for lack of student interest in school, the question is whether educational systems will be open to change strategies which will alleviate these factors within the present structure. An example of one of these educational systems is Central Michigan University. Central Michigan University concentrates on college-age students; the appropriate question is: what does Central have to do with the drop-out rate in high schools?

Other aspects of the situation involving Central Michigan University and the Indian community need to be brought out at this point. Questions as to the extent of involvement of the reservation community, the Mt. Pleasant Public School System, and Central Michigan University in developing an over-all educational plan for Indians in the community must be raised. What are the roles of these organizations in respect to their normal functions and to the united effort to establish a more viable Indian program? In a closer look at Central Michigan University, it

might be helpful to study it as a bureaucracy. Perhaps if we reviewed the characteristics of a bureaucracy we could begin to chart some strategies for change. A paper developed to illustrate such a review follows:[2]

CENTRAL MICHIGAN UNIVERSITY: A BUREAUCRACY IN CHANGE

Change can occur on at least two levels of operation in Central Michigan University.

1. The administrative level, where new alignments of tasks, functions, and funding can take place.
2. The department level where academic priorities and teaching processes are developed.

ORGANIZATION

Theory:

Sociologist Max Weber has outlined the following characteristics of a bureaucracy: 1) large size, 2) specialization of work, 3) hierarchal authority structure, 4) rules and regulations to govern operations, 5) an emphasis on personal detachment, and 6) employment based on technical qualifications. James Thompson suggests that bureaucracy focuses on staffing and structure as a means of handling clients and disposing of cases.[3] The ultimate criterion is efficiency maxi-

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[2] Larry Martin, 1972

[3] James Thompson, Organizations in Action (New York: McGraw Hill, 1967).

mized by defining offices according to jurisdiction and place in a hierarchy, appointing experts to offices, establishing rules for categories of action, categorizing cases or clients, and then motivating proper performance of expert officials by providing salaries and patterns for career advancement. Bureaucracy is a closed-system strategy that attempts to answer all things completely and to have ultimate control over everything. An open-system strategy, on the other hand, normally considers the possible occurrence of a number of other influences or variables which a bureaucracy cannot assimilate, control or predict. It is this possibility that motivates the organization to be prepared for surprise, innovation, and the intrusion of uncertainty. The organization then must develop processes for searching and learning as well as deciding.

I would now like to suggest the Central Michigan University is a bureaucracy with a definite need to employ open-system strategies to meet innovation and change on all levels. It is, therefore, representative of large universities in general.

Power Centers:

The power centers for the University include the various departments which are involved in decision making, and which can administer the closed-system strategy of administration listed above, or can initiate change strategies according to departmental needs and operations.

The power centers must also involve the administrative system which handles the management, development, recommendations and funding of specialties. These include the coordination of various areas of school concern, financial management, operations and maintenance, instructional activities, vocational and adult education, special education, and personnel services and research.

Finally, the power centers must include the President. He has a coordinative and leadership role to fulfill in the total organization and in the political, structural, and organizational concerns that affect the system.

Role Assignments and Conflicts:

The President is given the role of leader and coordinator of the whole system. His main conflict lies between running an efficient organization (maximizing) and attempting to meet the changing needs of the community (satisfying). The Administrator is given the role of developing quality decision-making that complements the framework of the system. His main conflict occurs when something happens beyond his competency or specialty, or when things are not compatible to the system. The Department Head is given the control and development of his department. His main conflict might be his middle status: he is not in a top administrative office, nor can he speak entirely from the viewpoint of faculty and students. He senses need, but must live within a limited budget. The Teacher is given the job of teaching students. Conflicts arise when proper orientation is not given, when there is little or no support for innovation and development, when facilities are below standards, and when the number of students hinders effectiveness. The Student is given the position of learner or the purpose of the whole system. His main conflict would occur in his effort to satisfactorily combine personal life with school life into a meaningful experience. The Parent is given the role of provider of cultural strengths which will be useful in the education process. His main conflict occurs when the school ignores him, takes him for granted, and, in some instances, works in direct conflict with personal and cultural ideologies. The Community is given the role of sponsor and provider for the entire educational system. Conflict arises when the school system becomes so ingrown

that even community pressure cannot easily effect change.

Major Strengths:

Because Central Michigan University is a bureaucracy, it has a number of strengths built into it. If goals are being revised by a small group, the job will be done. If developmental goals for the organization are developed by the organization, they will probably be relevant for organizational effectiveness. If the system is large, each individual student can be taught with less expense. If specialization is a part of the design of the program, then higher quality is possible in the specialties. If the structure is hierarchal in nature, then personal accountability is also built in. If there are rules and regulations, there will be control. If there is personal detachment, there will be a level of objectivity; and, if the school hires its staff on the basis of accepted certification, the system assures itself of high standards.

Major Weaknesses:

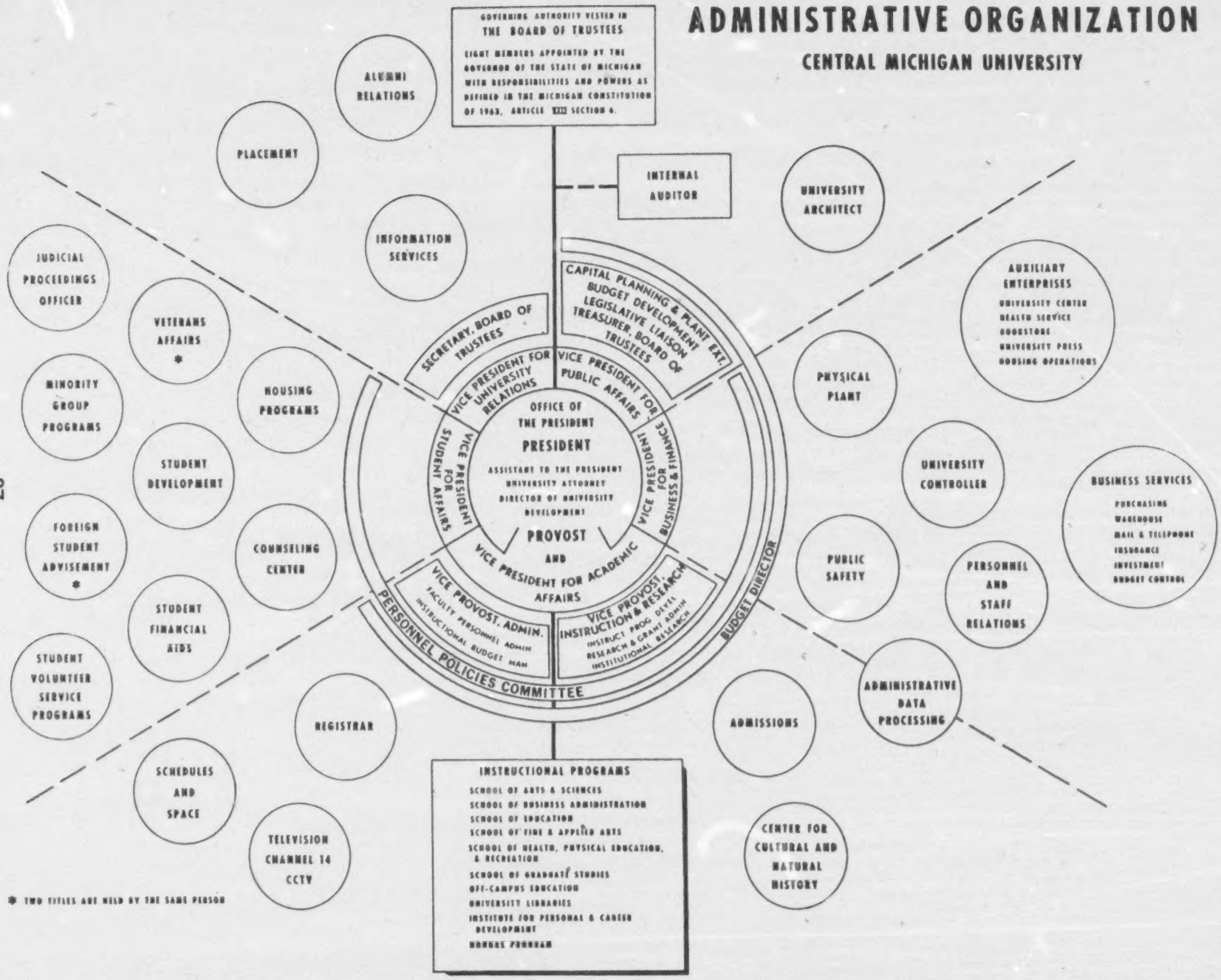
However, in a bureaucracy, the strengths listed above may also become major weaknesses. Small committees for goals limit public participation in the goal development. If developmental goals exclude community input, arbitrary programs may cause problems later. If the system is large, the student becomes less human -- a number. If the system relies on the specialist to fulfill the educational needs of the people, it loses flexibility. If the structure is arbitrarily hierarchal in nature, then societies, families, and individuals who function best with collegial relations may be in direct conflict with the dictates of the structure. If the community cannot participate in the development of rules and

regulations, there will be increasing problems of law and order. If there is personal detachment, there may also be insensitivity. If there are inflexible standards of certification, standards will be outdated.

A chart detailing the administrative organization at Central Michigan University is presented on the following page. As can be seen from the circular structure, the organization is not rigidly hierarchical; it allows for the collegial relationships, community participation, and flexibility.

ADMINISTRATIVE ORGANIZATION

CENTRAL MICHIGAN UNIVERSITY



* TWO TITLES ARE HELD BY THE SAME PERSON

DESIGN FOR INCREMENTAL CHANGE

Planned incremental (gradual) change is an option for Indian education at Central Michigan University which also might be considered. My experience in the development of Indian education in the State of Minnesota has led me to be very confident that participating Indian people can make a more relevant school system. It is my thought, however, that Indian input at Central Michigan University ought not to be merely an ad hoc arrangement, but an integral part of its design. Good faith must be demonstrated by the University in including Indians on the faculty and staff, and in the student body. The further isolation and neglect of Indian educational need which has been demonstrated in the national averages of school drop-outs should not extend its pattern into Central Michigan University.

The appropriate question is: How and to what extent can Indian people be involved in enhancing the educational processes at Central Michigan University? The President would have to discuss the possibilities not only with well known Indian leaders in Michigan, but with a responsible representative Indian advisory group formed to help discuss such possibilities. This group also could help to develop and maintain relevant curricula pertinent to the Indian. Financial resources for Indian education can be located in the federal government, and federal

programs and publications can become a part of the University system.

It is also important to recognize various efforts in the State of Michigan which have been designed to accomplish a similar objective in respect to Indian input. Some of these are in the following institutions:

Western Michigan University
Eastern Michigan University
Northern Michigan University
The University of Michigan

These universities have developed staff training seminars, human relations workshops, recruitment efforts, counseling systems, and a host of similar programs. They have explored various ways to locate and utilize funds. Indians have significant input on many levels: they are able to enrich the whole approach to instruction, and are ready to assume a more responsible position in higher education.

In a recent report to the President of the United States by the 1970 White House Conference on Children, there was a recommendation toward the fundamental re-designing of education. The recommendation includes the suggestion that the process must: 1) identify needs, 2) determine requirements, 3) select alternatives, 4) implement, and 5) continually evaluate and revise.

1. Needs:

Consider the Indian student's needs. By what means can his

learning opportunity be made more responsive, individualized, and humanized? Who is he? What does he already know? What does he need to learn? What is his learning style?

2. Requirements:

What are the requirements for satisfying those changing needs? What are the ways of satisfying the requirements? What degree of achievement will get him where he wants to go?

3. Alternatives:

What are the various ways for the student to achieve his goals? Should the student himself be involved in deciding and selecting alternatives he is going to use?

4. Implementing Change in Instruction:

Goal: To establish a relevant education for Indian students in the existing university structure.

Methodology:

a. Establish a University Advisory Committee made up of Indian parents and the Indian community. This should be a status group with access to the President.

b. Establish working relationships with appropriate departments.

c. Identify needs of the students through a common effort with the advisory group.

d. Relate the needs to instructional resources within the university.

e. Assess the limits of university resources to meet need.

f. Locate and utilize other resources to meet the identified need.

Involvement:

If change is to be effective on the instructional level, a number of people have to be involved. These include: 1) the Indian Committee, 2) the faculty and the administration including special emphasis within the School of Education, and 3) the student.

(1) The Indian Committee:

Their involvement is a key factor in making the university accessible to the Indian community. This group also serves as a way for the university to address

its concern to the Indian community. The group is especially valuable in enhancing the learning process if there are Indians in the classroom. It gets involved identifying needs such as food, clothing, housing, medical needs, family breakdown, and governmental relationships. Indians have a right to express their needs and to help fulfill them. They have a right to express disagreement, participate in discussions, come to their own understanding of law and order, and speak to such issues in the Indian community as seasonal life styles, mobility, and death in the family.

(2) The Faculty:

Their involvement is also a primary factor. They have the job of teaching which involves selecting materials, organizing procedures, utilizing certain methods, identifying lack of facilities, suggesting innovations, and relating to the students. They are the ones who are personally involved in the success or failure of the

Indian student.

(3) Evaluation and Revision:

There are three stages of program development which could be evaluated: program initiation, program content, and program implementation. In considering each of these stages three important criteria should be applied: effort, effectiveness, and efficiency. Effort pertains to the amount of time, energy, and activity expended. Effectiveness is the amount of success achieved by the effort. Efficiency involves achieving the greatest effectiveness within the limitations of time and money.

There are a variety of theories which can be utilized in the process of education. Many of these may conflict with Indian thoughts and values. Many others could be combined in a very exciting learning experience. There is a consideration that the usual theories being utilized by the school system may not be appropriate for some Indian students, and that theory incompatibility contributes to the students' poor achievement in school and to the lack of relevant programs. There are many good points about the usual theories and they should be used appropriately. It is

hoped, however, that Indian views can be utilized in the teaching situation where they are appropriate.

In counseling, rather than taking the parent and child separately and treating them only in episodic relationships, one could ask Indians how this could be done utilizing their traditions. In relating to the community, one should not only urge behavior into a standard mold, but should encourage constructive expression of difference. In group experiences, one should take not only the teacher-student relationship of group, but should also be willing to explore the significance of clan and family relationships in the teaching process. In respect to community groups, the rules and regulations related to law and order have a bearing on control, but a wider understanding of assimilation processes could very well accomplish a longer lasting effect. Working with staff, faculty, and administration is usually seen as an administrative level concern. Usually, however, concerns involving people are regarded as personal concerns with personal dimensions at stake. In the coordination of communities and individuals, the usual practice is to have specialists or experts do the job. The Indian way, however, is based primarily on total participation, and sometimes generalists are needed.

Immediate Action:

One of the characteristics of most Indian communities and organizations is a deep appreciation for immediate results. Such action was accomplished in several ways throughout the duration of the project study. The National NCIO Indian Committee conducted a conference at Central Michigan University in early May. One of the staff of NCIO was looking for program ideas regarding Indian Youth and Welfare in order to develop a nationwide demonstration project. This encouraged the local Indian people to organize and submit their ideas for a Family Day Care Project. The Indian Education Project Director coordinated this effort in early summer. The Northwest Territory was surveyed for need, whereupon an Indian person developed the Indian camp program. Although surveys may be tolerated in Indian communities, they are frequently resented. Only when the research is united with some type of immediate action does it seem acceptable.

Preparing the Non-Indian for Change:

There is a lot of education to be accomplished, not only with Indians but also with non-Indians. This is not meant in any negative sense, but as a point of fact. Any change will occur much more easily if the people are open to change. The sharing and exchange of available knowledge is an important aspect of the process of change and was facilitated in many ways

by the activities involved in this study.

The highlight of the project in this regard was the Indian Symposium held in September, 1972. (See Appendix G for a description of the plans.) Administrators and faculty of Central Michigan University, principals and teachers of Michigan public schools in Indian settlement areas, members of the Detroit School Board, and representatives of the State Department of Education were invited. Speakers included Indian leaders in Education from many areas of the country. The resultant interaction between Indians and non-Indians concerned with Indian education provided a positive and creative planning experience for those involved. It was generally felt that more experiences of similar nature would be highly valuable.

Central Michigan University has evidenced, in many ways, a sincere interest in developing Indian programs:

1. The Academy Committee is interested in the Indian Education Project.
2. The University Educational Skills Center is actively interested in developing supportive and/or remedial services. (See Appendix H .)
3. The Institute for Personal and Career Development is interested in education for the disadvantaged.

4. Park Library is interested in collecting materials which would coincide with the development of an Indian Program.
5. Chippewa Big Brothers and Sisters is a student volunteer organization which endorses endeavors to carry out projects of human interest on a year round basis with the Indian community. (See Appendix I.)
6. The Administration has given full endorsement to the Indian Education Project and rallied behind every phase of its development. The Administration and Staff also played a key role in sponsoring the Indian Symposium.

These various areas of interest need to be focused upon one major program which can be implemented within the total structure and resources of the University. Such a program (an Indian Education Center) is presented in the following section of this report. Innovative strategies designed to implement programs such as the Indian Education Center are outlined as follows:

1. Establish a schedule to get Indian input.
2. Look for Indian statements of need.
3. Look for Indian program recommendations.
4. Select and establish an appropriate Indian Advisory Group.
5. Select a program which has Indian interest and support.

6. Select an appropriate setting where this program can be implemented.
7. Initiate the program with Indian input wherever possible.
8. Build in a plan to control and evaluate the project.

My plan, then, is to follow the usual theories as much as possible with the given resources, personnel, and structure. Indian input should be utilized to speak to the unique cultural needs of the people. More constructive relationships should be encouraged between the Indian community and the university.

PART THREE

PROPOSAL FOR AN INDIAN EDUCATION CENTER AT CENTRAL MICHIGAN UNIVERSITY

The establishment of an Indian Educational Center at Central Michigan University will help correct the serious lack of education experienced by the 20,000 Indians in the State of Michigan. The general community also needs such a Center, not only to fulfill its legal responsibility to its Indian citizens, but also to correct serious racial polarization that has developed between the local community and the Indian reservations. A public school system can fulfill its educational role only with the effective participation and support of its citizenry. If the public school system, including the state supported universities, are to be effective with Indian children and students, they must have the participation and support of Indian people.

Historically, the state universities have not been geared to meet the unique educational needs of the Indian people. They have set certain types of standards which make it sometimes impossible for Indians to attend. The costs of getting a university education have sky-rocketed, while with most Indians the poverty level remains constant. University staffs contain few if any Indian people, even in areas of Indian settlement, and most of those few are not in any decision-making capacity. The educational needs of Indian people, like others in this state, are both constant and changing, and any significant

improvement of educational status will involve years of hard work and faith in one another.

Although the Indian Educational Center concept speaks directly to the possibility of constructive Indian self-help, it ultimately fulfills a basic need of the total community in Michigan. It can enhance the efforts of the public school systems to fulfill their purpose of education for all. Such a center can help inform the general community about Indians living in the community today, as well as Indians in the remote past.

The general strategy employed in establishing this Center might include an Indian community advisory committee with carefully chosen representation from various parts of the state. Indian personnel should be hired to carry out the initial phase of the program. Such effort would serve to identify critical need, and to map out strategies to meet that need. In the Center, teaching methods and materials could be reviewed for factual content regarding Indian history, and relevant application of the curriculum could be matched with the needs and interests of the student.

PROBLEM AND SOCIAL NEED

According to statistics in the tribal office at the Chippewa-Saginaw Indian reservation, 75-80% of Indian students drop out of high school before graduation. These figures are not very much different from the socio-economic study made of Michigan Indians in November, 1971, which reports that "almost three-quarters of the Indian household heads surveyed had

not graduated from high school, nor had the vast majority of their spouses."[4] This indication of Michigan Indian drop-out rate is slightly higher than the national Indian drop-out rate of 60%. The obvious question that springs from these statistics is: why are these figures so high? The only effort to find answers to this at the Chippewa-Saginaw reservation has been through the tribal education committee. The tribal education committees of all four reservations in the state of Michigan were formed to define problems and to suggest useful programs to alleviate some of the problems involved in the use of Johnson O'Mailey funds.

The local Indian education committee, after reviewing the records of Indian children in the local public schools, discovered that they had consistently low scores on State assessment and Stanford achievement tests and a consistent record of high absenteeism. After some analysis, initial reasons for these facts were offered. They included inadequate housing, insufficient income of the Indian community, and a lack of communication between the school system and the Indians. Other more basic reasons include the gradual breakdown of the Indians' cultural traditions, a lack of knowledge of their unique relationship to the federal government, the disparaging viewpoint concerning Indians in American History courses being taught in the schools, and various levels of social isolation experienced by impressionable Indian youth.

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[4] Touche, Ross and Co., A Study of the Socioeconomic Status of Michigan Off-Reservation Indians (Lansing, Michigan: The Governor's Commission on Indian Affairs and Touche, Ross and Co., 1971), p.46.

A significant observation concerning these facts is that very little improvement is being attempted in the local public school systems and the University community. Only with the availability of Johnson O'Malley funds (a Congressional Indian Education bill) would the local public school systems investigate the need and allow certain types of innovative programs. On the University level, Central Michigan University responded when a state legislative appropriation (the Indian Academy Project) was made available to the school. In analyzing the response of the school systems and the University in the light of the complex problems of the Indian people, it seems that the help indicated above could be only the beginning of a much more basic program.

INTER-ORGANIZATIONAL RELATIONSHIPS

Many organizations in Michigan have recognized and responded to the educational needs of Indian children. On the federal level, the Bureau of Indian Affairs is of limited significance to Michigan Indians. Its educational section provides some scholarships to college level Indian students, and has a key relationship to the channeling of the Johnson O'Malley fund of $50,000 available to the four reservations in Michigan for use in public schools. Other federal agencies, particularly the U.S. Department of Education, may be able through recent congressional action to meet more needs of Indian children in the public schools. An important factor in the use of federal funds for Indian education is that such funds are usually restricted to reservation areas and would not be available for Indian settlement areas with large numbers of Canadian Indians. The Saginaw-Chippewa reservation is eligible to receive this federal money,

however, and therefore becomes a very desirable area for getting Indian education money.

On the state level, the key organization is Michigan's State Department of Education. It has the function of establishing state policy in public schools of the state, and has the power to monitor the effectiveness of the school system in the various sections of the state. In the summer of 1972, a state Indian Office was created to develop a state-wide Indian effort. The state Indian Office is not political in the sense that Indian people or legislators control it. It was established at the discretion of the superintendent and is subject to his control. Another state agency is the Indian Affairs Commission, an agency that is highly political. The agencies most likely to be involved in the C.M.U. education effort might include: the tribal council, the Mt. Pleasant Public School System, the Bureau of Indian Affairs, the State Department of Education, vocational training programs, local church organizations, and citizens groups.

INTRA-ORGANIZATIONAL RELATIONSHIPS

Many interests have been formed at C.M.U. to support the idea of some type of Indian program. Students became interested and formed a helping group called the Chippewa Big Brothers and Sisters program. Some faculty became involved when they were interested in exploring the idea of establishing an Indian Academy on campus for Indian children on the secondary level. They formed a faculty committee called "The Academy Committee." The Institute for Personal and Career Development, a University-Community committee funded by the University, is looking for ways to help Indian students.

The University Educational Skills Center is interested in developing Indian resources to help fulfill its obligation to the Indian student. Finally, with the assistance of the National Council on Indian Opportunity, University staff have become involved in the promotion of a cooperative effort with the Indian community to establish a family day care center. The President of the University, William Boyd, manifests a sincere concern to help C.M.U. become relevant to the indian communities, and has asked for information about the Indian community and recommendations for an Indian program that can be defended in the light of C.M.U. priorities. It is in this climate that the proposal for an Indian Educational Center is submitted for review and funding.

RECOMMENDATIONS

Utilizing the many educational resources of Central Michigan University, study the reasons for the drop-out rate among Michigan Indians and initiate programs specifically designed to help Indian students obtain a relevant education which will meet their needs.

I. Programs:

A. In-Service Training for Teachers:

1. Develop and implement an Indian in-service training program for Education students at Central Michigan University.
2. Develop and implement an Indian in-service training program for teachers in the Mt. Pleasant School system. (Again, use

Mt. Pleasant as a model for a program which could be expanded to reach all Michigan schools having a significant Indian population.)

B. Indian Studies Program:

1. Develop a curriculum in the study of Native Americans that disseminates knowledge of their achievements of the past as well as of the present, and knowledge of the ways in which Native Americans today are solving their problems.
2. Recruit Indian students to Central Michigan University and provide them with specific counseling, tutoring, and financial assistance.

C. Job Training:

1. Develop and implement job training programs specifically designed for Indians.
2. Use Central Michigan University as a job training area as well as a placement resource during and after training.

II. Staff:

A. Director:

The initial responsibility of a full-time Director of the Center would be to conduct in-depth research into the Indian drop-out rate in the Mt. Pleasant school system. This might involve some experimental programs with Indian children in the local public

schools. Further responsibilities include:

1. developing and implementing in-service training for some students at C.M.U., and for some teachers in the Mt. Pleasant schools;
2. beginning strategies to develop curricula at C.M.U.;
3. establishing and working with a C.M.U. Advisory Committee to begin program strategies;
4. preparing and monitoring the budget for the total Indian Education Center;
5. hiring, training, and supervising appropriate staff;
6. disseminating information;
7. developing appropriate funding resources for the continuing operation of the Center.

B. Assistant Director:

The major responsibilities of the Assistant Director include:

1. promoting career opportunities at C.M.U., and initiating job training programs;
2. recruiting Indian students;
3. coordination with the Educational Skills Center in helping Indian students;
4. coordinating Chippewa Big Brothers and Sisters programs.

III. Funding:

Two types of funding may be necessary for the Center: initial funding for the first year and extended funding for the continuing operation and expansion of the programs. Sources of funding for the initial program are suggested as follows:

Director - CMU Allocations

Assistant Director, Secretary - Institute for Personal and Career Development

Equipment, SMCS - Mt. Pleasant Board of Education

SUMMARY

The public school drop-out rate is a problem in most Indian communities across the United States. Indian education has a wide national framework of common need and some common resources to meet that need. Although Michigan has assumed the responsibility of educating Indian children, the present Michigan school systems are failing; most organizational efforts are inadequate in dealing with the real educational-social-economic needs of the Indian communities.

Indian individuals have demonstrated competence in handling responsibility; therefore, Indian input in an educational system ought not to be seen as an ad hoc arrangement. Change strategies developed to meet the needs of Indian students must recognize the urgency of educating the non-Indian to Indian life. Change strategies in any educational system sincerely concerned with Indian education must include Indian input and education of the non-Indian as well as changes in the curriculum and in supportive services.

The concept of a special Indian Academy at the pre-university level is a worthwhile concept; the Detroit Indians are particularly interested in this proposal for change. The following pages contain the "Detroit Study" made by Joann Morris which delineates the special problems and proposals for solution involving the education of Indians in the Detroit area.

APPENDIX A

A MICHIGAN INDIAN ACADEMY: AN ANALYSIS

by LARRY MARTIN

Summer 1972

The Indian Academy idea is perhaps best documented in Michigan Academy of the Indian Nations, A Prospectus, and A Proposal to Establish the Feasibility of a Michigan Indian Academy.* Since there has been much interest in the Academy, especially at Central Michigan University, a description and analysis of the Prospectus follows:

DESCRIPTION

Need. The need cited in this document can be divided into two sections:

A. Student Need, which was documented in a national study, was inferred by applying the following facts: (1) the drop-out rates for Indian children were twice the national average of all children, (2)

*These documents are on file in the Office of Instruction and Research, Central Michigan University.

Indian children evidenced low achievement levels, (3) Indian children had a poor self image, and (4) peer and counselor relationships in school contributed to the breakdown of student morale.

B. Other Related Problems were: (1) weak and fragmented family influence for Indian children, (2) poor textbooks in the school, (3) pattern of leaving school after 6th grade, (4) declining enrollment of Mt. Pleasant youth in school, and (5) too few high school graduates. These facts lead to the conclusion that present education is ineffective.

Goals. Some goals and objectives which could be inferred from the description of need are:

1. Encourage Indian community control by having an Indian School.
2. Help an Indian student to complete high school through the manipulation of curriculum: i.e., use of history, traditions, and arts.
3. Establish a framework which can encourage a student to have pride and dignity.
4. Get the student's interest.
5. Help make the student competent.

Implementation. The Prospectus suggests some things about how the goals could be fulfilled. First, it is suggested that Central Michigan

University is a good place for the Academy to begin. The two reasons for this include the existence of an excellent teacher training component at Central Michigan University and the ongoing Chippewa Big Brothers and Big Sisters Program. Two special features of the proposed Academy would include specialized curriculum and residential facilities.

ANALYSIS

Need. Facts from a national study are appropriate, but a more definitive need statement of Michigan's Indian children is essential. In addition, it is necessary to identify more of the socio-economic factors in the Michigan Indian communities which lead to Indian student drop-out. For example, how much does poor housing, low income, poor community relations, inadequate diet, family disorganization, or peer pressure contribute to the inadequate motivation of Indian children to stay in school? It is necessary to consider where the Indian communities are in Michigan, what needs take priority in each area, and which area is the most critical for educational purposes. The related needs included in the document suggest that there is something wrong with the present system -- that there is a need for change. The only solution mentioned in the prospectus was a separate Indian school. Some clarification is necessary as to what can or could be done by the existing systems: i.e., the State Department of Education and Central Michigan University.

Goals. The general goal of developing educational opportunities for Indian children is the continuing concern of Indian parents, students, the public school system, Central Michigan University, and others. The goals listed in the Prospectus, which apply to the administration of an Indian school, may be goals that should more properly evolve out of a process of helping Indian people develop more relevant choices in Indian Education. The initial step in this process is a clear definition of need, tied closely to what the Indian people want, which would in turn be significant in determining priorities and options. The Indian Academy idea could be a viable option, but cannot if it, in fact, did not come from the Indians. Other questions should be raised pertinent to the Academy idea. How does this idea involve the State Department of Education? What does it mean to Central Michigan University? What are the goals of these systems which will contribute to or hinder the establishment of an Indian School ? The Indian Academy is designed to be a part of the Central Michigan University system for accountability and within state certification standards for accreditation. It is incumbent on us to know the domain and the goals of such systems.

Implementation. The suggestion that one could use the Central Michigan teacher training effort as a base to develop this innovative type of program has a lot of merit, which will be developed later. The

CBBSP, however, is seriously questioned at this time, because of demonstrated vagueness of goals, inconsistency in methods, and lack of proper monitoring of activities and funds.

APPENDIX B

FROM EXPLOITATION TO CONCERN

"The forward movement of Michigan's first people must include and sustain the Indian's pride and faith in himself."

By Herman E. Cameron, Director [1965]
Michigan Commission on Indian Affairs

The Indians of this nation have been the subject of conversation as they have been of historical significance - since the day Columbus discovered America.

Historically, the Indians have been an integral part of the development of this great nation of ours. The Indian himself has been in part the focus of public policy affecting him, his land, his money, and such technical assistance as has been considered a means to an end: that is, the assimilation of the Indian and his total integration into the stream of society and mores of a foreign culture. Only casual observation of this superimposed policy will disclose that these arbitrary policies and the imposition of paternalism have not been successful.

It naturally follows that within the structure of successive failures to harness the will of a segment of mankind, there are periods in our history when the philosophical attitudes of a people must merit recognition. This is believed to be true with our Indian people.

We arrive then at the conclusion that no program imposed from the outside can serve as a substitute for one willed by the Indians themselves. What is of paramount concern at this juncture is that the mores of the Indian should be recognized in helping to plan his own future. Besides this, tribal values are vital in framing a policy; neighbors and local officials must make it a point to help the Indians participate on a basis of equality in political and economic life.

At the same time it is respectfully submitted that the Indian has an obligation to assume. He must devote his energy, ability, and perseverance whole-heartedly to the effort to improve his education, political participation, health practices, and standard of living.

A Capsule History

Let us step back and summarize briefly the centuries of Indian history in Michigan and the midwest:

In the 17th century the area of the upper Great Lakes was occupied by the Hurons, Ottawas, Chippewa, (Ojibways), Potawatomis, Winnebagos, Menominees, the Sac and Fox and the Miamis. Since then there have been migratory movements: the Sac and Fox in the State of Iowa; the Miamis are no longer a part of Michigan's Indian population. Soon after the War of 1812, the Miami began to leave their lands in western Ohio and the Wabash country. Many went to Kansas. Later they were removed to Indian territory, now Oklahoma. The Menominee now live in Wisconsin.

In a Mere 35 Years

Between 1807 and 1842, the Indian tribes ceded all their lands in Michigan to the United States except those set aside as reservations.

In 1838 there was an attempt to remove the Indians of the lower peninsula to the West. This fell heaviest on the Potawatomi, and about three hundred were assembled

and moved to Kansas by the military. Some were able to escape the soldiers and formed a village in Cass County. Other Potawatomi went to Walpole Island on the east side of Lake St. Clair where their descendants live on a reservation at the present time.

The Potawatomi settlement now at Athens, in Calhoun County, was formed in 1844 when those who had escaped the soldiers were sheltered by friendly whites. The whites persuaded the government to assign the land to these Indians in 1844.

In 1833 a Methodist missionary found land for some of these Indians near Harris in Menominee County. This settlement, now a reservation, was named Hannahville after the wife of the missionary.

Some of the Ottawa of Michigan moved to the West before 1833, but most of them remained here. The Ottawa do not now live on any of the so-called reservations in Michigan. Nahma, on Big Bay de Noc in Delta County, has been a Chippewa village and a few families still live there. At one time there were also Ottawa and Potawatomi at Nahma.

There are four reservations in Michigan today:

1. Bay Mills Indian Community located a few miles west of Sault Ste. Marie in Chippewa County, enrolled members 270 with 238 in residence; tribal acreage is 2,189.47 acres.

2. Hannahville Indian Community located near Harris in Menominee County, enrolled members 141 with 140 in residence; tribal acreage is 3,407.92 acres.

3. Keweenaw Bay Indian Community located at L'Anse in Baraga County, enrolled members 1,193 with 404 in residence; tribal acreage is 5,778.21 acres.

4. Saginaw-Chippewa Tribe (Isabella) is located near Mt. Pleasant in Isabella County, enrolled members 433 with 250 in residence; tribal acreage is 506.00 acres.

A 48-page pamphlet, The Indians of Michigan by Emerson F. Greenman ($1.00) and a free leaflet, Indian Reservations - Their Establishment and Constitutions - which fill in detail of the above summary, are available from The Michigan Historical Commission, Lansing.

Recognize Need for Action

In the State of Michigan we live in an era of appreciation of today's problems that beset our Indian citizenry. This appreciation has been converted into recognized need for constructive action. This recognition inspired Governor George Romney to create a Study Commission in 1964. The sixteen-member commission proceeded to study and evaluate the socio-economic status of our Indian people. Each reservation was visited, hearings were held, and as a result an appraisal of the social and economic strata occupied by Indians of this state was made. It was the recommendation of the study group that the commission should become a permanent state agency. The recommendation was accepted and approved, and Act No. 300, Public Acts of 1965, the 73rd Legislature, Regular Session of 1965, Enrolled House Bill No. 2874, was passed by the Legislature and approved by Governor Romney on July 22, 1965.

Section 4 of this Bill provides:

"The commission shall investigate alleged problems existing among those residents of the state whose rights and privileges have been defined by treaty. The commission

shall assist in their economic development. The commission shall further assist them in realizing the educational guarantees assured them by treaty and under appropriate state laws. The commission shall assist the residents in the alleviation of problems of health and general welfare through federal and state programs."

In accordance with the provisions of Section 4 and with duly adopted policies, the commission is actively concerned with conditions that affect health, education, housing, and the general well being of our Indian citizenry.

The Indian Commission is in a stage of infancy when thoughts are directed to state and federal commissions, per se; however, we have successfully sponsored an Indian Health Program which was comprised of a multi-phasic health screening. Over 700 people took advantage of this opportunity to have a health examination. This will be followed by a diagnosis by personal physicians and the required treatments.

The Comission works in coordination with all agencies, state and federal, concerned with the welfare of the Indian people; such as housing programs. We are very active in promoting educational opportunities and exert every effort to secure scholarship grants. However, the following review of earlier policies is suggested as being relative:

Indians have been under the paternalistic influences of our government since 1834 when the Bureau of Indian Affairs was created under the administrative function of the War Department. In 1849 the Bureau was transferred to the Department of the Interior where it is today. The Bureau has three distinct functions:

1. Carry out the federal programs authorized by Congress according to government rules and regulations.

2. Act as trustee for Indian lands and resources.
3. Create a climate in which Indians can operate by and for themselves.

United States policy toward the Indians is embodied in countless treaties, statutes, judicial decisions, administrative regulations, and opinion of law officials in different federal departments. Six enactments, however, constitute the landmarks:

The Northwest Ordinance of 1787
The Constitution of the United States
The Trade and Intercourse Act of 1834
The General Allotment Act of 1887
The Indian Reorganization Act of 1934
The House Concurrent Resolution 108 of 1953

For the convenience of the reader, we set forth a pertinent provision of the Northwest Ordinance:

> "The utmost good faith shall always be observed towards the Indians; their land and property shall never be taken from them without their consent; and in the property rights, and liberty, they never shall be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity shall from time to time be made, for preventing wrongs done to them, and for preserving peace and friendship with them."

It is very interesting to note concerning this governmental edict that the humanitarian principles implied and explicitly set forth in the quoted paragraph have been violated many times and virtually extinguished as a guiding principle in the Indians' documentary relationship with the federal government.

Time or space does not permit a total evaluation of the Indian's past relationship with the federal government as it relates to the problems that issue therefrom; however, it is relevant to state that our Indian people are irrevocably attached to the early transactions and dictums of the ruling forces.

A Classic Example

The Trade and Intercourse Act of 1834 projects itself as a classic example of the power that was exercised over the tribes:

> "This measure of 1834, incorporating provisions of earlier laws with amendments, broadly expresses the power the Constitution bestowed on Congress over the tribes. It defined Indian country, prescribed the method of making contracts with the natives, and empowered the commissioner of Indian Affairs to appoint traders as well as to regulate the kind, quantity, and prices of goods they sold to tribesmen. It further provided that interests in their land, whether by lease or by purchase, could be acquired only by treaty or other agreement pursuant to the Constitution. To this end it penalized trespassers on Indian holdings.
>
> "The relationship between tribesmen and the federal government still rests in large degree on these provisions of more than a century ago."

We can now visualize the traces of irony as we contemplate our current efforts to improve the social and economic standards of our Indian people when thought is directed to the fact that this form of relationship still does exist, at least in part.

The General Allotment Act authorized the President to parcel tribal lands to individual members in tracts of 40, 80, or 160 acres, called allotments. The Allotment Act was based on the theory that an Indian

who possessed his own plot of land would automatically thereby become a farmer or operate a livestock operation. Under this misguided directive tribal land holdings were cut from approximately 138,000,000 acres to roughly 48,000,000 acres in 1934. This ill conceived policy provides one more reason for the Indian's present impoverishment and shattered morale.

However, the Indian Reorganization Act of 1934 was responsible in stopping the alienation of tribal or alloted lands. The Act established a system of self-government and provided for the setting up of tribal business organizations to be chartered as federal corporations. It required the group accepting the Act to conserve their soil, water, vegetation, and timber resources. The Act also made Indians eligible for Bureau of Indian Affairs positions without regard to Civil Service laws.

An insight has been provided that permits a perspective of our Indian people as they were and are related to the federal government. It will be the Commission's aim to effectively guide our Indians through coordinated channels, thus bringing into alignment the Indian's desire to share in the advantages of a modern civilization. This policy must necessarily take into account that forward movement and include and sustain the Indian's pride and faith in himself. These are deeply human considerations.

To encourage pride in Indianness is not to turn back the clock or to subscribe to retrogressive movements. The Indian must retain those basic philosophical principles, which though unwritten, can be recognized in the fibers that were woven into their communal life where charity was and is a dominant trait. These and related ideas if given due consideration as a part of the Indian heritage sustain a conviction that Indians can contribute to our society.

It is to this conclusion that the Commission dedicates itself. The objective which should undergird

all Indian policies is that the Indian individual, the Indian family, and the Indian community should be motivated to succeed in becoming an integral part and/or member of the dominant cultures.

APPENDIX C

A STUDY OF THE SOCIO-ECONOMIC STATUS OF MICHIGAN INDIANS

Preface — "Through the Office of the Director, the Commission concentrates on influencing and focusing governmental programs on the needs of Michigan Indians in the areas of social services, education, housing, employment, and health."
"To obtain knowledge about the conditions of off-reservation Indians in Michigan."

Purpose — ". . . defining the most urgent needs of Michigan's off-reservation Indians."

Scope — "We determined that the most critical issues to the Commission were: Education, employment, health, housing, and the preservation and documentation of the Michigan Indian Culture." Secondary literature that was reviewed included "reports of the Michigan Indian Action Committee and the U. S. Senate's Special Subcommittee on Indian Education." Survey objectives were in six

Scope (con't) areas of investigation: employment, education, housing, health, attitudes, and household characteristics.

Education

1. Determine the level of education achieved by heads of Indian households and spouses by:
   - place of residence (urban vs. rural)
   - age of household head

2. Determine the extent and type of vocational training experience prevalent among heads of Indian households by:
   - place of residence (urban vs. rural)
   - age of household head
   - employment status (employed vs. unemployed)

3. Assess attitudes toward vocational training among heads of Indian households who have had experience with such programs by:
   - place of residence (urban vs. rural)
   - employment status (employed vs. unemployed)

4. Determine the dropout rate and educational level achieved before dropping out among children from Indian households by:
   - place of residence (urban vs. rural
   - educationd level achieved by household head

Education (con't)

5. Assess parental attitudes concerning the value of completing high school among household heads and spouses with children who failed to graduate by:
   - place of residence (urban vs. rural)

6. Determine the educational status of Indian children who have not dropped out by:
   - place of residence (urban vs. rural)
   - age of household head
   - educational achievement of household head

7. Determine attitudes concerning the quality of education among heads of Indian households or their spouses by:
   - place of residence (urban vs. rural)
   - household position (head vs. spouse)

8. Explore additional factors potentially affecting the dropout rate of Michigan's off-reservation Indian children, such as:
   - discrimination
   - educational achievement of parents
   - housing conditions
   - income level
   - transportation problems

Executive Summary	Introduction suggests that education is inter-lined with unemployment, poverty, poor health conditions, and inadequate housing. But it further states that a "significant proportion of Indians manage to maintain an optimistic outlook for the future." Education - "appears to be well below any acceptable standard." "Younger generation show some signs of improvement."
(educational level)	75% of heads of households had not graduated from high school 50% of households in rural had not reached grade 9 33% of households in urban had not reached grade 9
(age factor)	high school graduation was over 35 = 23% high school graduation was under 35 = 35%
(drop-out rate)	more than 50% of children not attending school dropped out before graduating rural children were about twice as likely to drop out before ninth grade 10% of urban Indian children left school before ninth grade 20% of rural Indian children left school before ninth grade

(entry level for possible programs)

80% of children who have not left school
1. are preschool children
2. are elementary children before ninth grade

(other negative factors)

poverty, inadequate housing, health problems

apathy, as evidenced by absence of opinions on the quality of education

50% of respondents testified to discrimination by students

Role of the Commission on Indians

Affairs

"One of the fundamental tasks for the Commission on Indian Affairs must be to insure that all relevant organizations in the area of housing, education, health, manpower training and employment are made aware of the Indian plight, are provided with insight into his needs, and are offered recommendations as to how the Indian should be integrated into existing or planned programs."
"To coordinate"
"To communicate"

Recommendations

1. Education has a high priority
2. Indians encouraged to complete high school
3. Efforts to enroll more Indians in Universities
4. Combat apathy
5. Communicate value of education

Sampling

1. Utilization of 1970 Census Data
2. Matching with County Map of State

EDUCATION

Educational Levels Among Indian Household Heads and Spouses (Table 1)

Generally, the educational achievement of Indian household heads is very low, although it does show some sign of improvement. Almost 75% of the household heads surveyed failed to graduate from high school. Most of these dropouts had less than a ninth grade education. Rural residents were no more likely to be dropouts than the urban group, but they were more apt to have dropped out of school at a lower grade level. For example, almost half of the rural household heads quit school before reaching the ninth grade as compared to only one-third of the urban Indians surveyed.

On the positive side, younger household heads are significantly more likely to have earned a high school diploma than had older Indians. Better than 33% of household heads under 35 years of age graduated from high school, as compared to less than 25% of heads 35 or older. While even among the younger group the completion rate is low, the level of improvement suggests that education may be increasing in importance. Children from households in which the head graduated from high school may be somewhat more likely to attend college than children from households in which the head dropped out. In any event, most household heads with children who dropped out of school agreed that these children would enjoy a better life had they graduated. Rural Indian children were no more likely than the urban group to drop out of school, but were more apt to quit school at a lower grade level.

In households with children who have neither dropped out nor graduated, about eight out of ten children have yet to reach the ninth grade. Therefore, while it appears that the dropout rate declines with the age of the Indian group, it is too early to make a judgment concerning the educational achievement of current students since the vast majority have not yet reached the critical dropout point.

Extent and Type of Vocational Training Experience Among Household Heads (Tables 2, 3)

About one-quarter of the Indian household heads surveyed claimed they had participated in some type of vocational training program - primarily trades or crafts. Employed heads of household were not significantly more likely than unemployed heads to have had vocational training experience. However, most participants did agree that their training had been worthwhile.

As was the case with high school completion, household heads under 35 years of age (34%) were more likely to have participated in vocational training than were older heads of Indian households (20%).

Educational Achievement Among Children of Michigan's Indian Families (Tables 4, 5)

In the households surveyed, slightly better than one-half of the children who no longer attended school had failed to graduate. Although the sample of household heads with diplomas is too small for reliable comparison, it appears that children of household heads were more likely to complete high school than children of dropouts.

Indian Attitudes Toward Education (Table 6)

The majority of Indian household heads (60%) agreed that the schools did at least a fair job of preparing Indian children for life. However, four out of ten household heads also felt that Indian children had more problems in school than non-Indians.

EDUCATION

TABLE 1

EDUCATIONAL LEVEL ACHIEVED BY THE HOUSEHOLD HEAD AND SPOUSE

QUESTION: What was the highest level of school that the household head/spouse completed?

- HOUSEHOLD HEAD -

	Urban	Rural	Under 35	35 & Over	Total
8th Grade or less	33%	49%	21%	48%	41%
9th Grade	6	9	9	7	8
10th Grade	18	7	12	13	13
11th Grade	14	9	20	8	11
12th Grade	20)	19)	27)	16)	1.
Some College	5) 28%	5) 26%	9) 37%	4) 23%	5) 26%
Completed College	3)	2)	1)	3)	2)
Post Graduate Work	-	-	-	-	-
Don't Know	1	*	1	1	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(107)	(276)	(383)

- WIFE OF HOUSEHOLD HEAD

	Urban	Rural	Total
8th Grade or less	15%	19%	17%
9th Grade	9	6	7
10th Grade	10	4	6
11th Grade	9	5	7
12th Grade	18	10	14
Some College	2	3	3
Completed College	-	-	-
Post Graduate Work	-	-	-
Don't Know	-	-	1
No Answer	-	*	*
No Spouse in Household	37	52	45
TOTALS	100%	100%	100%
Base:	(189)	(194)	(383)

*Less than 0.5%

EDUCATION

TABLE 2

EXTENT AND TYPE OF VOCATIONAL TRAINING EXPERIENCE AMONG HOUSEHOLD HEADS

QUESTION: Has the household head ever been in a vocational training program which teaches students a trade or gives them a chance to get some work experience?

	Urban	Rural	Under 35	35 & Over	Employed	Unemployed	Total
Yes	25%	23%	34%	20%	27%	21%	24%
No	75	77	66	80	73	79	76
TOTALS	100%	100%	100%	100%	100%	100%	100%
Base:	(189)	(194)	(107)	(276)	(215)	(168)	(383)

QUESTION: What was the main field of vocational training studied by the household head?

	Urban	Rural	Total
Business, Office Work	2%	5%	3%
Nursing, Health Care	-	2	1
Trades and Crafts	18	12	15
Engineering/Science Technician, Draftsman	2	1	2
Education	1	-	*
Agriculture	-	1	1
Other Fields	2	2	2
Did Not Have Vocational Training	75	77	76
TOTALS	100%	100%	100%
Base:	(189)	(194)	(383)

*Less than 0.5%

EDUCATION

TABLE 3

ATTITUDE TOWARD VOCATIONAL TRAINING AMONG HOUSEHOLD HEAD PARTICIPANTS

QUESTION: Do you believe it was worthwhile to participate in a training program?

	Urban	Rural	Employed	Unemployed	Total
Yes	19%	21%	23%	16%	20%
No	4	2	2	4	3
Don't Know	1	-	1	-	*
No Answer	1	-	1	1	1
Did Not Participate in Program	75	77	73	79	76
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(215)	(168)	(383)

EDUCATION

TABLE 4

EDUCATIONAL ACHIEVEMENT AMONG THE CHILDREN OF MICHIGAN'S INDIAN FAMILIES

QUESTION: Do you have children who no longer attend school -- have either graduated before last year or have dropped out?

	- HOUSEHOLD HEAD -				
	Urban	Rural	Head Dropped Out	Head Graduated	Total
Completed College	4%	3%	2%	11%	3%
Attended College	8	5	5	11	6
Completed High School	31	31	31	27	31
Completed 11th Grade	20)	13)	16)	15)	15)
Completed 10th Grade	12) 50%	12) 53%	13) 53%	8) 51%	12) 52%
Completed 9th Grade	9)	9)	8)	16)	9)
Completed 8th Grade or Less	9)	19)	16)	12)	16)
Don't know	7	8	9	-	8
TOTALS	100%	100%	100%	100%	100%
Base:	(194)	(355)	(475)	(74)	(549)

QUESTION: Do you feel that these children (dropouts) would have a lot better life, a little better life or no better life if they had graduated from school?

	- HOUSEHOLD HEAD -				
	Urban	Rural	Household Head	Spouse	Total
Lot Better Life	10%	20%	15%	15%	15%
Little Better Life	3	6	4	8	5
No Better Life	6	5	6	6	5
Don't know	2	3	2	1	2
No Answer	-	2	-	2	1
Had No Children Who Dropped Out	79	64	73	68	72
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

EDUCATION

TABLE 5

EDUCATIONAL ACHIEVEMENT AMONG THE CHILDREN OF MICHIGAN'S INDIAN FAMILIES

QUESTION: How many of your children were in college last year? How many completed the 12th grade, etc?

	- HOUSEHOLD HEAD -		
	Urban	Rural	Total
Attended College	4%	3%	4%
Completed High School	2	3	2
Completed 11th Grade	3	6	5
Completed 10th Grade	4	6	5
Completed 9th Grade	6	6	6
Completed 8th Grade or Less	54	53	54
Too Young to Attend School	27	23	24
TOTALS	100%	100%	100%
Base:	(390)	(346)	(736)

	- HOUSEHOLD HEAD -				
	Under 35	35 & Over	Head Dropped out	Head Graduated	Total
Attended College	2%	5%	5%	4%	5%
Completed High School	1	4	4	1	3
Completed 11th Grade	2	7	7	5	6
Completed 10th Grade	2	8	6	7	6
Completed 9th Grade	2	10	9	7	8
Completed 8th Grade or Less	91	66	69	76	72
TOTALS	100%	100%	100%	100%	100%
Base:[1]	(119)	(437)	(375)	(181)	(556)

[1]Note: Base excludes children too young to attend school.

EDUCATION
TABLE 6

INDIAN ATTITUDES TOWARD EDUCATION

QUESTION: Do you feel that schools around here do a good job, fair job or poor job of teaching Indian children what they really need to know to prepare them for life?

- HOUSEHOLD HEAD -

	Urban	Rural	Household Head	Spouse	Total
Good	29%	35%	29%	44%	32%
Fair	31	25	28	27	28
Poor	20	12	16	14	16
Don't Know	19	27	26	15	23
No Answer	1	1	1	-	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

QUESTION: Do you think that Indian children generally have more problems in school than non-Indians? Why?

- HOUSEHOLD HEAD -

	Urban	Rural	Household Head	Spouse	Total
Yes - Have More Problems	44%	32%	34%	54%	38%
Student's Discrimination	(32)	(23)	(25)	(37)	(28)
Teacher's Discrimincation	(19)	(17)	(16)	(24)	(18)
Costs Too Much to Send Children	(10)	(6)	(7)	(11)	(8)
Indian Parents Can't Help with Homework	(6)	(4)	(4)	(10)	(5)
Education Not Practical for Indian Children	(3)	(1)	(2)	(-)	(2)
Indian Children Don't Like School	(1)	(2)	(1)	(2)	(1)
School Too Far Away	(1)	(1)	(1)	(-)	(1)
Don't Know Why	(-)	(1)	(1)	(-)	(1)
No Answer	(1)	(-)	(1)	(-)	(1)
Other	(7)	(4)	(4)	(13)	(6)
No - Indian Children Have No More Problems	39	40	39	39	39
Don't Know	16	28	26	7	22
No Answer	1	-	1	-	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

ATTITUDES

Attitudes Toward General Conditions and the Future of Indians (Tables 1, 2)

About four out of ten respondents agreed that living and working conditions in their part of the State were worse for Indians than for non-Indians. However, considerable optimism exists for the future, particularly among urban household heads. Better than four out of ten rural and five out of ten urban household heads felt that conditions would improve over the next few years. Those with a positive outlook primarily mentioned the fact that Indians are beginning to unite. To a lesser extent, they also saw the emergence of new government programs and better educated Indians as favorable indicators.

Attitudes Toward Personal Future (Table 3)

In terms of their personal lives, over 50% of the Indians felt that their own conditions would improve. In urban areas almost two-thirds of the respondents were optimistic about their future as compared to 43% of the rural Indians. This difference is probably due to the fact that the rural residents tend to be older than the city dwellers in the sample. In the cities, for example, personal determination was named as the key factor behind the optimism of most Indians. On the other hand, in the rural areas, a steady job was the principal attribute on the positive side while a fixed retirement income was the major concern for the future.

ATTITUDES

TABLE 1

ATTITUDES TOWARD GENERAL CONDITIONS FOR INDIANS

QUESTION: Now, I'd like to get your opinion about the living and working conditions of Indians in this part of the State. Would you describe conditions for Indians as being better than, the same as, or worse than conditions for non-Indians in the area?

	Urban	Rural	Household Head	Spouse	Total
Better Than	4%	2%	4%	-	3%
Same As	41	44	44	36%	43
Worse Than	39	43	41	42	41
Don't Know	15	10	10	20	12
No Answer	1	1	1	2	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

ATTITUDES

TABLE 2

ATTITUDES TOWARD THE FUTURE FOR INDIANS

QUESTION: Do you think conditions for Indians will improve, stay the same or get worse in the next few years?

	Urban	Rural	Household Head	Spouse	Total
Improve	54%	41%	46%	52%	47%
Stay the Same	24	35	30	29	30
Get Worse	14	12	13	12	13
Don't Know	7	12	10	7	10
No Answer	1	-	1	-	*
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

QUESTION: Why do you think conditions for Indians will improve, stay the same or get worse in the next few years?

- POSITIVE REPLIES -

	Urban	Rural	Household Head	Spouse	Total
Indians are Uniting/Desire to Improve Themselves	25%	8%	17%	17%	17%
New Government Programs Will Aid Indians	9	15	13	7	12
Indians Becoming Better Educated	9	13	12	10	11
Things Are Improving for Indians Already	7	2	2	15	5
More Jobs Available	-	1	1	-	1
All Other Comments	1	-	1	-	1

*Less than 0.5%

TABLE 2
(continued)

- NEGATIVE REPLIES -

	Urban	Rural	Household Head	Spouse	Total
Progress Slow/Nothing Changes Much	12%	16%	13%	11%	13%
Discriminations Against Indians	9	11	12	6	10
Government Isn't Doing Anything to Help Indians	9	7	7	12	8
Indians Don't Unite	6	4	5	5	5
No Jobs Available	2	9	5	6	5
Indians are Lazy	2	7	4	4	4
Indians Lack Education	1	2	1	2	2
Indians Drink Too Much	1	2	1	4	2
Cost of Living Too High	-	2	1	-	1
All Other	-	2	1	1	2
Don't Know	6	1	3	6	3
No Answer	11	14	11	18	12
Base:	(189)	(194)	(299)	(84)	(383)

Note: Totals exceed 100% due to multiple mentions.

ATTITUDES

TABLE 3

ATTITUDES TOWARD THE FUTURE FOR SELF

QUESTION: How about yourself, do you think that your own condition will improve, stay the same or get worse in the next few years?

	Urban	Rural	Household Head	Spouse	Total
Improve	64%	43%	51%	61%	53%
Stay the Same	29	41	36	32	35
Get Worse	5	10	9	5	8
Don't Know	2	6	4	2	4
No Answer	-	-	-	-	-
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

QUESTION: Why do you feel that way?

- POSITIVE REPLIES -

	Urban	Rural	Household Head	Spouse	Total
Determination	32%	11%	21%	23%	21%
Have a Steady Job/Work Conditions Good	14	22	19	14	18
Improvements in Own Living Conditions	7	-	10	14	10
Getting More Education	6	5	5	5	5
More People Trying to Help Indians	2	1	2	-	2
Already Have Good Life	3	6	4	5	4
All Other	-	1	-	1	1

TABLE 3
(continued)

	- NEGATIVE REPLIES -				
	Urban	Rural	Household Head	Spouse	Total
Work Provides Only Living Expenses/ Cost of Living and Taxes Rising	6%	15%	11%	8%	11%
Retired on Limited Income	3	14	10	4	9
Nothing Ever Changes	11	7	9	8	9
Discrimination	5	10	8	3	7
Health Problems	1	7	5	-	4
No Education	1	1	1	-	1
All Other	1	-	1	-	1
Don't Know	2	1	1	-	1
No Answer	15	14	13	20	14
Base:	(189)	(194)	(299)	(84)	(383)

Note: Totals exceed 100% due to multiple mentions.

APPENDIX D

1970 CENSUS DATA ON INDIAN POPULATION

Bureau of Indian Affairs
July 1971

MICHIGAN POPULATION, 1970 CENSUS

COUNTIES

County	1970		1960	
	Indian	Total	Indian	Total
Michigan State	16,854	8,875,083	9,701	7,823,194
Alcona	24	7,113	24	6,352
Alger	84	8,568	66	9,250
Allegan	232	66,575	144	57,729
Alpena	27	30,708	16	28,556
Antrim	101	12,612	117	10,373
Arenac	36	11,149	50	9,860
Baraga	411	7,789	256	7,151
Barry	24	38,166	12	31,738
Bay	166	117,339	94	107,042
Benzie	82	8,593	82	7,834
Berrien	302	163,875	167	149,865
Branch	52	37,906	25	34,903
Calhoun	205	141,963	157	138,858
Cass	138	43,312	110	36,932
Charlevoix	214	16,541	223	13,421
Cheboygan	62	16,573	80	14,550
Chippewa	860	32,412	643	32,655
Clare	25	16,695	17	11,647
Clinton	91	48,492	25	37,969
Crawford	30	6,482	20	4,971
Delta	151	35,924	174	34,298
Dickinson	12	23,753	3	23,917
Eaton	73	68,892	23	49,684
Emmet	439	18,331	508	15,904
Genesee	589	444,341	209	374,313

MICHIGAN POPULATION, 1970 CENSUS

COUNTIES -- Con.

County	1970		1960	
	Indian	Total	Indian	Total
Gladwin	23	13,471	11	10,769
Gogebic	94	20,676	54	24,370
Grand Traverse	220	39,175	156	33,490
Gratiot	20	39,246	72	37,012
Hillsdale	13	37,171	6	34,742
Houghton	18	34,652	24	35,654
Huron	4	34,083	-	34,006
Ingham	608	261,039	194	211,296
Ionia	42	45,848	39	43,132
Iosco	88	24,905	66	16,505
Iron	42	13,813	22	17,184
Isabella	439	44,594	440	35,348
Jackson	176	143,274	57	131,994
Kalamazoo	254	201,550	106	169,712
Kalkaska	12	5,272	9	4,382
Kent	1,121	411,044	437	363,187
Keweenaw	1	2,264	3	2,417
Lake	15	5,661	10	5,338
Lapeer	46	52,317	31	41,926
Leelanau	131	10,872	210	9,321
Lenawee	128	81,609	29	77,789
Livingston	14	58,967	52	38,233
Luce	62	6,789	80	7,827
Mackinac	184	9,600	238	10,853
Macomb	536	625,309	106	405,804
Manistee	120	20,094	151	19,042
Marquette	128	64,686	179	56,154
Mason	96	22,612	71	21,929
Mecosta	46	27,990	6	21,051
Menominee	159	24,587	174	24,685

MICHIGAN POPULATION, 1970 CENSUS

COUNTIES -- Con.

County	1970		1960	
	Indian	Total	Indian	Total
Midland	54	63,769	32	51,450
Missaukee	29	7,126	19	6,784
Monroe	76	118,479	14	101,120
Montcalm	55	39,660	7	35,795
Montmorency	2	5,247	-	4,424
Muskegon	472	157,426	349	149,943
Newaygo	39	27,992	12	24,160
Oakland	728	907,871	220	690,259
Oceana	80	17,984	79	16,547
Ogemaw	19	11,903	1	9,680
Ontonagon	43	10,548	7	10,584
Osceola	16	14,838	21	13,595
Oscoda	14	4,726	-	3,447
Otsego	16	10,422	14	7,545
Ottawa	190	128,181	82	98,719
Presque Isle	4	12,836	2	13,117
Roscommon	20	9,892	8	7,200
Saginaw	256	219,743	149	190,752
St. Clair	214	120,175	188	107,201
St. Joseph	44	47,392	10	42,332
Sanilac	26	34,889	5	32,314
Schoolcraft	36	8,226	51	8,953
Shiawassee	78	63,075	30	53,446
Tuscola	44	48,603	12	43,305
Van Buren	205	56,173	160	48,395
Washtenaw	283	234,103	68	172,440
Wayne	4,419	2,666,751	1,869	2,666,297
Wexford	22	19,717	14	18,466

"-" means zero.

July 1971
Bureau of Indian Affairs
Statistics Division

APPENDIX E

DEMOGRAPHIC DATA

from the

BUREAU OF INDIAN AFFAIRS, U.S. DEPT. OF INTERIOR

January 1971

BAY MILLS RESERVATION

Chippewa County, Michigan
Chippewa Tribe

Federal Reservation
Population 1969 300 est.
1970 _____

Tribal Headquarters: Brimley, Michigan

Total Area: 2,189 acres

Land Status

The area comprising the original Bay Mills Reservation was purchased by the Methodist Mission Society for the Indian community. The reservation land was acquired in accordance with the Treaty of July 1, 1855, and the Indian Appropriation Act of June 19, 1850. Additional land was purchased under the Expandable Land Acquisition Project of the Indian Reorganization Act.

Government

The tribe is organized under the Indian Reorganization Act of 1934. A five member executive council is elected by the eligible voters of the tribe and hold office for two-year terms. All eligible members of the tribe constitute the General Tribal Council.

Population Profile

Tribal Enrollment	1969	300 est.
	1970	
Indian Residents	1969	300 est.
	1970	
Non-Indian Residents	1969	0
	1970	
Unemployment	1969	98%
	1970	
Underemployment	1969	10%
	1970	
Median Family Income	1969	
	1970	

The average education attained by members of the tribe is eighth grade level. There are Head Start, Neighborhood Youth Corps, and other educational programs on the reservation.

Tribal Economy

There is no tribal income.

Climate

The average rainfall is 31 inches a year. Temperatures average 49.2° in the summer and 31.9° in the winter.

Transportation

State Route No. 129, surfaced with tar and chips, runs on the reservation in a north-south direction. The nearest airport is at Sault Ste. Marie, a distance of 21 miles from the reservation. Sault Ste. Marie is also the terminal for trains, commercial bus and trucklines.

Community Facilities

Water comes from artesian wells. Gas for heating is obtainable from local bottled gas companies. Electricity is provided by the Rural Electric Company and septic tanks provide sewage disposal. The nearest hospital is in Sault Ste. Marie and provides medical and social services through contract with the USPHS Indian Division. There are community buildings on the reservation. Local ball games are organized.

HANNAHVILLE RESERVATION

Menominee County, Michigan
Potawatomi Indian Tribe

Federal Reservation
Population: 1969 200 est.
1970 _____

Tribal Headquarters: Wilson, Michigan

Total Area: 3,408 acres

Land Status

All land is individually held by Indians in allotments. There is no tribally-owned land. The land was purchased by Congress, June 30, 1913, except for 39 acres later added in 1942 with the Indian Reorganization Act funds.

Government

The tribe was organized under the Indian Reorganization Act. A council composed of three council officers and nine council members govern the community. Elections for all members of the governing body are held annually.

Population Profile

Tribal Enrollment	1969	200
	1970	
Indian Residents	1969	200
	1970	
Non-Indian Residents	1969	0
	1970	
Unemployment	1969	16 persons
	1970	
Underemployment	1969	99%
	1970	
Median Family Income	1969	
	1970	

Tribal Economy

There is no tribal income. There are no commercial or industrial establishments on the reservation.

Climate

Rainfall averages 30 inches per year. The temperature averages a high of 52° in summer and 32° in winter. Daytime temperatures are higher.

Transportation

State Road No. 41 services the reservation. The road is hard surfaced with tar and chips and runs north-south. The nearest commercial airlines is in Escanaba, Michigan, 17 miles away. Commercial train, bus, and truck lines also service Escanaba.

Community Facilities

Water is provided by artesian wells. Local companies supply bottled gas for heating. Electricity is from Rural Electric (REA) and sewage disposal by septic tanks and outdoor privies. Medical and social services are available in Escanaba. The hospital contracts services through USPHS, Indian Division. There is one community building on the Hannahville Reservation.

ISABELLA RESERVATION

Isabella County, Michigan
Saginaw-Chippewa Tribe

Federal Reservation
Population 1969 250
1970 ____

Tribal Headquarters, Mt. Pleasant
Michigan

Total Area 1,184 acres

Land Status

Tribally-owned land:	506 acres
Allotted land:	678 acres

Isabella Reservation is located in the north central part of the Lower Peninsula, three miles east of the City of Mt. Pleasant, Michigan.

Government

The governing body of the tribe is a ten-member tribal council elected at large from all eligible voters on the reservation for a two-year term of office. The members of the tribal council are known as "headmen."

Population Profile

Tribal Enrollment	1969	262
	1970	
Indian Residents	1969	250
	1970	
Non-Indian Residents	1969	0
	1970	
Unemployment	1969	24%
	1970	
Underemployment	1969	21%
	1970	
Median Family Income	1969	
	1970	

The education level of most tribal members is tenth grade. Children attend public schools in Mt. Pleasant.

Tribal Economy

There is no tribal income. There are no commercial or industrial establishments on the reservation.

Climate

Rainfall averages 31 inches a year. Temperatures average 56.6° in the summer and 34.8° in the winter.

Transportation

State Highway No. 20 runs east-west and services the reservation. The nearest commercial airline is at Mt. Pleasant, three miles away. Trains, commercial bus, and trucklines also serve Mt. Pleasant.

Community Facilities

Water is provided by the City of Mt. Pleasant. Gas is sold in bottled form by local companies. Electricity is from Rural Electric (REA) and septic tanks handle sewage disposal. Medical and social services are available in Mt. Pleasant through contract with the USPHS, Indian Division. There is one community hall in Mt. Pleasant.

L'ANSE RESERVATION

Baraga County, Michigan
Lake Superior Band, Chippewa Tribe

Federal Reservation
Population 1969 465
1970 _____

Tribal Headquarters: L'Anse, Michigan Total Area: 13,750 acres

Land Status

The tribe owns 1,610 acres and individual allotments account for 8,124. The Farm Security Administration owns 4,016 acres. The L'Anse Reservation was established by a treaty between the Chippewa and the Federal Government, signed at LaPoint, Wisconsin, September 30, 1854.

Government

The governing body of the tribe is the tribal council. All 12 members of the council are elected by the eligible voters of the tribe for three-year terms. The terms of office are staggered.

Population Profile

Tribal Enrollment	1969	465
	1970	
Indian Resident	1969	435
	1970	
Non-Indian Resident	1969	30
	1970	
Unemployment	1969	40%
	1970	
Underemployment	1969	24%
	1970	
Median Family Income	1969	
	1970	

The average education level of tribal members is ninth grade. There are two college graduates living on the reservation.

Tribal Economy

There is no tribal income and no commercial or industrial establish-

ments are located on the reservation.

Climate

Rainfall averages 32 inches per year. Temperature averages are 50.6° in the summer and 30.2° in winter.

Transportation

Interstate Highway Route 41 runs north-south through the reservation. The nearest airport is at Houghton, Michigan, a distance of 33 miles from the reservation. The nearest train runs to Marquette, Michigan, 73 miles away. Commercial buslines run into L'Anse, Michigan, three miles from the reservation and trucklines serve Marquette.

Community Facilities

Water is supplied from artesian wells, and bottled gas is sold by local companies for heating purposes. Electricity is provided by Rural Electric (REA), and septic tanks and outdoor privies provide sewage disposal. Hospital and social services provided through PHS are available at L'Anse. There is one community building, Zeba Community Hall. Community ball games are scheduled.

APPENDIX F

MICHIGAN INDIAN ORGANIZATIONS

RESERVATIONS:

Mr. Donald Parish
Bay Mills Indian Community
R. R. #1
Brimley, Michigan 49715
Ph: (906) 248-4213

Mr. Joe Sagataw
Hannahville Indian Community
Wilson, Michigan 49896
Ph: (906) 466-5542

Mr. Fred Dakota, President
Keweenaw Bay Indian Community
Box 223 - Pequaming Road
L'Anse, Michigan 49946
Ph: (906) 542-6679

Mr. Willis Jackson, Jr.
Saginaw-Chippewa Reservation
Route 6, East Toma Road
Mt. Pleasant, Michigan 48858

ORGANIZATIONS:

Mr. Robert Dominic, President
Northern Michigan Ottawa Assn.
911 Franklin Street-P.O.Box 235
Petoskey, Michigan 49770
Ph: (313) 347-3415

Mr. David Mackety
Huron Potawatomi, Inc.
Route #1
Fulton, Michigan 49052
Ph: (616) 727-5515

Mr. Chester J. Eagleman
Inter-Tribal Indians of Grand Rapids
Grand Rapids, Michigan 49505
Ph: (616) 456-4342

Mr. Donald A. LaPointe
Indian Counselor
Keweenaw Bay Indian Community
Box 223 - Pequaming Road
L'Anse, Michigan 49946
Ph: (906)524-6679

ORGANIZATIONS: (continued)

Mr. Arthur LeBlanc, Director
Michigan Indian Community Action Project (I-CAP)
Municipal Building
St. Ignace, Michigan 49781
Ph: (906) 1055

Mr. Edwin Manydeeds
Asst. Superintendent for Michigan
U. S. Dept. of Interior, BIA
Great Lakes Agency
Ashland, Wisconsin 54806
Ph:(715) 682-4527

Bertha Richardson, Chairman
Pontiac Council of Original Chippewa Band
16 Thorpe Street
Pontiac, Michigan 48053
Ph: (313) 335-0772

Mr. John Winchester,* Coordinator
American Indian Program
Center for Urban Affairs
Michigan State University
East Lansing, Michigan 48823

Mr. Mike Wright
Nishnawbe News
214 Kaye Hall
Marquette, Michigan 49855
Ph: (906) 227-2241

Mr. Homer Moran
Employment Assistance Specialist
Bureau of Indian Affairs
Box 504
Mt. Pleasant, Michigan 48858
Ph: (517) 772-4369

Mr. Howard A. Starrett, Vice President, Secretary, and Co-Chairman
Potawatomi Indian Nation, Inc.
419 West Railroad Street
Dowagiac, Michigan
Ph: (782-7735

Mr. Fred Hatch, Sr., Chairman
Original Chippewa Band
606 Eureka
Sault Ste. Marie, Michigan 49783
Ph: (906) 632-8473

Mr. George Bennett, Director
North American Indian Center
928 Porter Street
Lansing, Michigan 48906
Ph: (517) 487-5409

Mr. Delmar W. Armstrong
Education Specialist
Bureau of Indian Affairs
Great Lakes Agency
Ashland, Wisconsin 54806
Ph: (715) 682-4527

*Deceased 1973

ORGANIZATIONS: (continued)

Mr. John Bailey, President
Genessee Valley Indian Association
6405 Turner
Flushing, Michigan 48433
Ph: 659-8354

Potawatomi Indians of Michigan
Mr. Joseph R. Winchester,
Tribal Chairman
R. R. #1 Box 399

Katie Glocheski
Thornapple Band of Ottawas
Route #3, Beatrice Road
Manistee, Michigan 49660

Mr. Victor Kishigo, Chairman
Michigan Indian Confederation
P. O. Box 229
Petoskey, Michigan 49770

American Indians Unlimited
2538 S.A.B.
515 East Jefferson
Ann Arbor, Michigan 48104

Mr. Charles R. Pamp
Great Lakes Indian Youth
Alliance
324 North Pine Street
Lansing, Michigan 48933
Ph: (517) 487-3915

Mr. Dean George, President
North American Indian Association
Downtown Branch - YWCA
2230 Witherell
Detroit, Michigan 48201
Ph: (313) 584-2750

APPENDIX G

INDIAN SYMPOSIUM

There is evidence that legislators, educators, and members of other professions, as well as the general public, desire to know more about the situation of American Indians in Michigan. Legislation is proposed and often passed, monies appropriated, and Indian programs established, yet the desire for greater insight, knowledge and appreciation of Indian culture is consistently expressed by those within and outside the Indian community.

A question sometimes asked by non-Indians challenges the uniqueness of the Indian, in many cases based upon little or no orientation to the Indian's life style, his attitude and values. This lack of understanding is reflected in the need for improved materials in our school systems related to Indian background and in the methods teachers use to relate to Indian children. But this lack of understanding is perhaps most evident in the lack of opportunities Indians have to help themselves in the process, the lack of opportunities for Indians to make key decisions which affect their lives.

Another question is raised when efforts are attempted to establish education programs with little or no knowledge of the type of resources

available to a state from the federal government or of the sources which have been established specifically for Indians.

A third concern relates to the recognition of the lack of effectiveness of the present school system to influence the high drop-out rate of the Indian students. Some schools have attempted to establish their own perhaps unique programs, even Indian programs with little or no input from Indians and no dialogue with Indians who have successfully achieved the objectives peculiar to the operation of an Indian school.

As these concerns are somehow resolved, a fourth question is inevitable. Who are the Indian people with whom such concerns should be linked ? An identification of the various peoples in the state of Michigan must be made to successfully meet the needs inherent in Indian Education.

It is appropriate, therefore, to have an Indian Symposium at Central Michigan University to allow recognized Indian education people to share some of their knowledge and insights with legislators, educators, and others in order to strengthen the relationships between the Indian community and the community at large.

The following people have been identified as possible speakers for this symposium:

Rosemary Christensen - Chippewa, on Indian Values, Life Style and Attitudes
M.A., Harvard
Working toward Ph.D., Minnesota
Two years literature search in Indian values
Editor, Indian Education Newsletter, Focus.

Will Antell	- Chippewa, Director of Indian Education, Minnesota, on Resources Available Toward Indian Education.
Dillon Platero	- Director of Rough Rock Demonstration School Chinle, Arizona, on What it Means to Have an All Indian School.
George Bennett	- Director, Michigan Indian Affairs Commission on Identifying Indian People, Tribes, Organizations, and Their Locations Former Director, Lansing Indian Center Active member, Michigan Indian Confederation Northern Michigan Ottawa Association Michigan Indian Association Member Ottawa Association

POSSIBLE SCHEDULE

for

INDIAN SYMPOSIUM

8:00	-	9:45	Indian Values
9:45	-	10:00	Coffee Break
10:00	-	11:45	Education Resources toward Indian Education
11:45	-	1:15	Lunch Break
1:15	-	3:00	An Indian School
3:00	-	3:15	Coffee Break
3:15	-	5:00	Michigan Indians

SCHEDULE

for

INDIAN SYMPOSIUM

7:30	-	8:00	Registration
8:00	-	8:15	Opening remarks
8:15	-	9:45	"An Indian School", D. Platero
9:45	-	10:00	Coffee Break
10:00	-	11:30	"Indian Values", Rosemary Christensen
11:30	-	1:00	Lunch
1:00	-	2:30	"Indian Resources", W. Antell
2:30	-	3:00	Coffee
3:00	-	4:30	"Michigan Indians", G. Bennett

APPENDIX H

EDUCATIONAL SKILLS CENTER

Mrs. Joan K. Yehl, Director
Dr. Leslie O. Carlin, Professor of
Reading, Ronan Hall 109

CENTRAL MICHIGAN UNIVERSITY
Mt. Pleasant, Michigan 48858

Central Michigan University's Educational Skills Center offers to all Central Michigan University students the following services:

Reading Improvement Program
(Free mini-workshops in dorms as well as regular classes earning credit and grades)

Tutorial Service in all major subject areas

Study Skills Workshop
(Offered evenings in the dorms as well as in our own study facility)

Student-to-Student Advisory Service

All of these services are free except for the reading courses taken for credit; the regular credit hour fee is charged for these. Although we have a specific focus upon freshmen and minority students, all of the programs are open to any student at the University.

Staff consists primarily of paraprofessional seniors and graduate students trained for their particular jobs. Some of the staff are working in practicum courses, others are paid by the Center; many of them are minority students.

For further information, please contact Mrs. Joan Yehl, Educational Skills Center, Ronan Hall 109D or phone (517) 774-3726.

EDUCATIONAL SKILLS CENTER

Tutorial Program

Free tutorial assistance on an organized basis has been expanded this semester to cover fifteen subject areas with thirty tutors working on a regular hourly basis and five tutors on call. A circular referral system involving faculty in tutored subject areas, tutors, and tutorees is now in the pilot state of development.

Tutors are Black, Chicano, and Anglo advanced students who are tutoring in their major or minor subject areas. Many of them have had related previous experience and most of them have been recommended by faculty. They tutor in the Center, in the Park Library, in lab facilities, and residence hall study rooms. They receive some specific training as tutors for the Center and are required to fill out planning sheets for each tutorial session.

Students are referred to the program by faculty member, by counselors and peer advisors, by media publicity, and by fellow students. They

are required to fill out a request form, are put in contact with an available tutor in the subject requested, and are expected to work regularly with the tutor during the hours they arrange.

EDUCATIONAL SKILLS CENTER

Student - to - Student Advisory Service

The purpose of the Student-to-Student Advisory Service is to provide Central Michigan University students with information and services concerning the various agencies within the University and the community at large. We also offer students a chance to "rap" and explore, with their peers, alternatives concerning personal problems and the changes brought about by university life.

In contacting the Central Michigan University Counseling Center, no information was available from them concerning the total number of students participating in that Center according to breakdown by classes (freshmen, sophomores, etc.). Since this program of student-to-student "rap sessions" is fairly new to campus, we are presently structured to deal primarily with the needs of freshmen. Realizing that the freshman population does not have a monopoly on problems, our program in the future may extend to upper classmen. With the success of this pilot program, we will expand our services to married students and students living off campus.

SERVICES

1. Referrals: Contact has been made with the following agencies so that students with problems beyond our capacity to handle can be referred to them for more extensive help.

   A. Listening Ear
   B. Organization for Black Student Unity
   C. COPA
   D. Financial Aids
   E. Placement Office

F. Draft Counseling Center
G. Legal Aid
H. Women's Information Center
I. Gay Liberation
J. Tenants Union
K. Central Michigan University Counseling Center
L. County Department of Social Services

II. One - to - One Student Relationships:

A. Students will have the opportunity to have student-to-student advisory sessions with a member of our staff. The staff members will be stationed in strategic locations throughout the campus. This will afford the students a chance to talk with one of their peers who has been trained para-professionally, thereby lessening the possibility of communication barriers.

B. Discussion Groups:

One of the monthly meetings will be, at least in part, a group discussion on the progress of the program, the progress of each staff member in his or her assigned area, the discussion of hassles and good experiences, and ways of improving the service of our program.

LOCATION OF SERVICES AND TIMES

I. The staff members will be located in strategic positions throughout the campus. The primary locations will be in the dorms most densely populated by freshmen. The contacts made with students will be mostly on a walk-in basis, but some appointments will be made. The time spans will be primarily in the evenings, but staff will be able to work out regular hours congruent with their class schedules.

II. Student Advisory Locations:

1. Towers
2. South Quad

3. Merrill
4. Sweeney
5. Thorpe
6. Beddow
7. Barnard
8. Calkins
9. Trout
10. Skills Center Lounge

CENTRAL MICHIGAN UNIVERSITY
Educational Skills Center
Reading Improvement Program
Leslie O. Carlin

This program includes five (5) distinct components of reading which promote increased speed and improved comprehension. The goal is to correlate these factors in such proportions that the student will successfully eliminate those habits which inhibit his reading progress and institute and reinforce a new series of progressive reading habits.

The five areas of emphasis include: (1) introduction to and reinforcement practice in phrase reading; (2) vocabulary development; (3) exploring and reinforcement of skimming techniques; (4) reading critically and answering questions pertaining to theexercise; and (5) developing techniques leading to increased rate and comprehension of reading materials.

I. PHRASE READING

We discuss the factors which influence rate and comprehension. Many exercises which help one become a more rapid and efficient reading are utilized, and stress is placed on systematic practice to increase eye span. Thus the number of words one sees with each eye fixation is increased.

Several types of phrase exercises are used. These include the daily use of the eye spanner, a machine for flashing phrases at speeds up to 100th of a second. Text book materials are utilized daily.

As practice progresses, the consistent reinforcement enables the following goals to become a reality:

1. See each phrase as a single thought unit.
2. Read each phrase as a single thought unit.

3. Read each phrase with one eye fixation.
4. Read each phrase as rapidly as possible.
5. Reduce sub-vocalization (saying words to one's self).

II. VOCABULARY DEVELOPMENT

Insufficient knowledge of word meanings is a limiting factor in the reading situation. Reading is the understanding of meanings. Studies show a high positive correlation between a person's vocabulary and academic or intellectual achievements. Thus, a lack of an adequate vocabulary inhibits the reading process.

A number of specific exercises are designed to increase the basic vocabulary of the participants. These include:

1. word study,
2. word analogies,
3. vocabulary development, and
4. word derivations.

III. SKIMMING

Skimming may be referred to as a specific type of reading or reading skill. The purposes of skimming include:

1. finding a specific fact or facts;
2. determining if particular items are discussed;
3. determining purpose, point of view, style, etc;
4. discovering if the material is likely to fit the reader's interests.

To assist the student to successfully achieve this technique, various exercises are set up which call for reading to find specific objectives.

IV. CRITICAL READING

There is always the danger that students will become skilled in speed reading and will think of it as an end in itself rather than using it intelligently. Critical reading exercises focus the reader on content and meaning which

takes precedence over rate. Thus the "difficulty level" and the reader's purpose become key factors. Critical readings include:

1. memory exercises,
2. following directions,
3. rearranging thought units,
4. solving reading exercises.

V. SPEED READING

This concept involves reading primarily in thought units, thus maintaining the structural outline while adding descriptions to the framework. The primary emphasis is directed to the reading of paperback novels, written in large print, and of interest to the student. The classes utilize the AVR Eye Span Trainer prior to each day's practice. This encourages the student to develop an enlarged reading span; thus, he involves more words in each thought unit.

The AVR Rate-O-Meter machine is used daily to motivate the student to read thought groups of words at various speeds. Daily practice is considered a must! Laboratory exercises are administered daily. Then each student is challenged to extend his reading rate as far as possible, even to a point beyond comprehension, and then to return to his basic comprehension level.

Students discover the thrill of maintaining comprehension at levels beyond which they thought possible.

APPENDIX I

THE CHIPPEWA BIG BROTHER-SISTER PROGRAM (CBBSP): A DESCRIPTION

The Chippewa Big Brother-Sister Program is a student volunteer program at Central Michigan University in Mt. Pleasant. It works with approximately 125 Chippewa Indian children, most of whom live on a Federal Reservation five miles east of town.

The program was begun in 1964 to diminish the high drop-out rates, improve the poor attendance records and help these children do better in school. Originally the program worked with 12 children who were each sponsored by an organization on campus. Now it has progressed into a one-to-one relationship with a college student serving as a big brother or sister to an Indian child. Through this personal contact, the counselor attempts to build a sense of security, understanding and trust with the child that working in a large group could not achieve. The counselor helps him with school work, gets to know his family and friends and takes him to different places for recreation and new learning exerpiences. By establishing rapport,

it becomes easier for the child to do novel things, and he is more willing to do things on his own. The "counselor" also shows interest and encouragement in his child's school work. This relationship helps the child to feel more secure in school and can give the child the incentive to do better.

Recently there has been a shift of emphasis in the program from recreational to school activities. In the past, bowling, or frisbee was a much easier task to share since school-related activities were quite often rejected by the child. Presently CBBSP is working on strengthening the tutoring program and encouraging counselors to help the child with reading skills, homework, etc. Recreation activities will still be included, of course, but they will not be a priority.

CBBSP also conducts group activities for these children. These activities are divided according to age for more effective participation and learning. Activities for the elementary school children include holiday parties, play days, field trips, and picnics. These activities occur at least once a month, and usually more often. They also attend travelogue series and are brought to the campus for movies and plays. The junior and senior high school students belong to a Boy's Club or Girl's Club which meets weekly. The boys play numerous sports and are involved in activities dealing with the community and university such as plays, movies, guest speakers, camping and other field trips. The girls develop skills in homemaking (cooking, sewing, child care, etc.) make-up, self defense or any other

topic the girls show an interest in. They too are involved with plays, guest speakers, etc. Once or twice a semester both groups get together for a party that they plan for and decorate themselves.

The tutoring program has been working mainly with the elementary school children. The junior and senior high Indian students work jointly with the counselors to provide tutoring facilities. Many University personnel are being canvassed for assistance and most of the tutoring takes place in a large, comfortable, carpeted room adjacent to the volunteer offices. Learning is accomplished through a variety of media -- Indian textbooks, points, educational games, to mention a few.

In October, 1971, a food co-op program was established jointly between CBBSP and the reservation to perhaps aid with the high cost of food. The Indian parents fill out their order forms and then the food is picked up in Grand Rapids and delivered. Now that the project has proven successful and is needed, the organization has moved to the reservation and they work independent of CBBSP, with the food being delivered directly from Grand Rapids.

CBBSP has also worked in cohesion with the Indian community to provide some organization and orientation facilities to establish a Day Care Center. This program will be staffed mainly with Indian mothers and high school girls to provide daily care for youngsters. This should provide extra time for mothers to work outside of the home, or carry on other activities.

During the summer, a Summer Recreation Program is conducted on the reservation. This adds to the effectiveness of the school year program in that it carries over the work and progress made during this time. Three CBBSP students work with the kids during the week and help supervise competitive sports activities, puppet shows, swimming, and arts and crafts. It also provides the opportunity for the older Indian students to assure the responsibility of a leadership role. This year four of these students were employed under Public Employment Program. This year the junior boys swelled with pride as they won the city baseball championship for the third year in a row.

The executive board of the Chippewa Big Brother-Sister Program consists of the Program directors and all of the committee heads. They meet weekly to discuss problems and coordinate their ideas. The nine committees represented are Membership, Continuous Training, Publicity, Activities, Scholarship, Treasurer, Secretary, Boy's Club and Girl's Club.

The CBBSP is a non-profit organization. The program is funded through donations from interested groups on and off campus and from interested individuals. The program's main expense is for the use of state cars.

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SECTION II

DETROIT STUDY

by Joann Morris

INTRODUCTION

Improving Indian education is one of the primary goals of American Indian leaders. National and local statistics on the status of Indian education paint a similarly gloomy picture. Nationwide, the average educational level achieved by all Indians under Federal supervision is five school years. Drop-out rates among Indian youngsters are twice the national average.[1] On the local level, a recent study in Michigan found that over 75% of the Indian household heads interviewed, in both rural and urban areas, were high school drop-outs.[2] Cahn has written:

> It is the same bleak story, no matter whether one studies national Indian statistics, a single BIA school, or even the public schools serving Indians and receiving special federal funds. (If any distinction is to be made, the public school receiving special BIA funds may have done even worse.)[3]

Thus it appears that the same tragedy of Indian drop-outs occurs everywhere, whether one speaks about rural or urban Indians or about BIA or public schools.

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[1] Edgar Cahn, ed., Our Brother's Keeper (Washington, D.C.: New Community Press, Inc., 1969) p. 28

[2] Touche, Ross and Co., p. 46

[3] Cahn, p. 28

Undereducation is at the root of many of the so-called Indian problems. With little education, one's employability is impaired. Many Native Americans must accept jobs that pay inadequately but without which they would have no income whatever. With little or no pay, it is difficult to find adequate housing. One must take what one can get. In the process, proper sanitary conditions may have to be sacrificed; health may be impaired. Without an adequate income, proper diets cannot be maintained. Health again is jeopardized. If one's health fails, employment is lost. In the Touche, Ross and Co. report, it was proven that poor health is indeed a major cause for unemployment among Native Americans.[4]

If we are ever to improve the over-all conditions of the American Indian, if we are working to improve his employability, his housing conditions, his diet, and his health, we must begin by improving his education.

Nowadays many more Native Americans understand the value of receiving more education, yet the young people continue to drop out. How does one begin to make education more alluring and more relevant to them? We must first consider the two words "Indian education". Is there really such a process? Does "Indian education" really exist? A recent report by McKinely, et al.[5] suggests that it does not. Native American

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[4]Touche, Ross and Co., p. 28

[5]Francis McKinley, Stephen Bayne, and Glen Nimnicht. Who Should Control Indian Education? (Berkeley: Far West Laboratory for Educational Research and Development, 1970).

children have never been educated as Native Americans; they have never received training in Indian ways. If they had, then we would be in a position to speak of "Indian education". In its place, however, Native American children have always had to undergo white education. We may define Indian education as the imposition of white American educational institutions upon American Indian communities."[6] The Navajo nation has a special name for public schools; they are called: "Beligaana bi dtaka", the "little white man's schools."[7] Similar names are heard among other tribes.

The fact that there has never been true Indian education available and that Native American youngsters have had to undergo indoctrination in a culture alien to them may in part explain the lack of enthusiasm for remaining in school.

Within recent years, Native Americans throughout the country have decided that it is time to begin passing on to the children true Indian education, an education that is relevant and that can be taught only by fellow Native Americans. The belief is held that by teaching children by way of their own culture and in a manner incorporating their own cultural values, rather than via an alien culture, more native children will find education meaningful and important once again. They will desire staying in

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[6] McKinley, et al., p. 3

[7] Cahn, p. 33

school longer and the drop-out rates will be lowered. With these goals in mind, many new Indian controlled schools have been started all across the country.

Concerned Native Americans in Detroit, Michigan, wish to begin such a school. It was with the hope of providing pertinent data regarding the feasibility of establishing an Indian school in Detroit that the following study was done. The primary focus in the study was on Indian community support. We wanted to discover whether the native population in Detroit would truly support an Indian controlled school. Additional information was gathered regarding possible funding sources, possible building sites, and on the mechanics of actually beginning a school. All data is reported on in the following pages.

PROJECT BACKGROUND

In the spring of 1972 the Michigan State Legislature authorized funds to study Indian education in Michigan. The funds were granted to Central Michigan University in Mt. Pleasant. The director for the entire project was Larry Martin, a Chippewa. Two target areas were chosen for study: Mt. Pleasant, a reservation community, and Detroit, an urban center.

The Detroit area study began July 10, 1972, and ended September 15, 1972. The ten week project was organizationally divided into three separate work periods. During the first four weeks, initial orientation and planning sessions had to be held. The general Indian education funding proposal allowed for various trips to new, already existing Indian controlled schools to obtain much needed help and information from them. All trips were also planned and carried out in the first four weeks. Another early objective was to compose a sample questionnaire which could be changed and improved after discussions with local Indian people. The final questionnaire had to be prepared before the second four week session began.

Within the second four weeks, emphasis was placed on carrying out interviews. Prior to intensive community interviews, attempts were made

to first publicize the study. Time was made available on the Indian radio show, We Are Together on station WDET. An interview utilizing the study questionnaire was taped and later aired to give the people in the Indian community an idea of what to expect during their interview. A board meeting of the North American Indian Association, Inc. was also attended. A brief discussion of the study and questionnaire was allowed. Community meetings to discuss Indian education and the project were also held at the office of the Associated Indians of Detroit. An article was provided for the NAIA, Inc. newsletter, but it did not appear until later in the summer.

Relevant materials regarding the establishment of an alternative school were continually being gathered throughout the summer. The final two weeks of the project were primarily used for final data collection and report writing.

Three Indian controlled schools were visited in the early part of the summer. The schools were located at Ethete, Wyoming; Busby, Montana; and Milwaukee, Wisconsin. A visit was also made at the Coalition of Indian Controlled School Boards, Inc. in Denver, Colorado, and the Native American Rights Fund in Boulder, Colorado.

Prior to the trips many telephone conversations had been held with the Coalition of Indian Controlled School Boards, Inc. Their suggestions were solicited regarding what schools we should visit in the short amount of time

available to us. We were anxious to use our time as efficiently as possible. The Coalition offered to plan the trips for us. The final itinerary included one day in Colorado, one day in Wyoming, and the third and last day in Montana.

During our stay in Colorado, we learned more about the history of the Coalition and how it might help us. They have written of themselves:

> The Coalition of Indian Controlled School Boards, Inc. is an Indian organization. CICSB is a mutual, self-help organization composed of Indian schools that have gained control of the educational processes within their communities. The chief aim and primary purpose of CICSB is to help strengthen the movement of educational reform and to assist Indian communities establish local control. The Coalition provides technical-legal assistance and consultants based in the field under the direct control of the grass-roots people being served thereby developing a structure and relationship on a one-to-one basis between the consultants and the communities. The CICSB was formally organized in December, 1971.[8]

The Coalition is located at Suite 1, 770 Grant, in Denver, Colorado. Their telephone number is (303) 573-9016. The present director is Gerald Clifford and the President is Birgil Kills Straight. There are approximately nine other Native Americans on the staff. The Coalition has been deeply involved in the struggles of other schools and are eager to help other educational groups overcome as many of the state or federal obstacles as possible. Although they have worked primarily with reservation groups, they are more than willing to work also with urban Indians. Contacts have been made between individuals at Associated

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[8]Coalition of Indian Controlled School Boards, Newsletter, 30 June 1972, p. 1.

Indians of Detroit and Donald Wanatee of the Coalition. This relationship should be maintained. The Coalition has offered to send a consultant to Detroit to help organize the people and begin an Indian controlled school in this area. Their offer should not be bypassed.

The first Indian controlled school visited was on the Wind River Reservation in Ethete, Wyoming. The school was begun at the high school level; it is named the Indian High School of Wyoming. The school buildings are leased from an Episcopal mission. Later a permanent building may be built on 40 areas of tribally owned land. The school was begun by concerned individuals on the reservation. In 1967 these individuals formed the Wind River Indian Leadership Council. The Council originally began as a general grievance board but soon found itself concentrating on education. They began running their own people for the four school boards serving them. Up until six years ago, the school boards were all non-Indian controlled. Now they are all-Indian run. With time the Leadership Council changed their name to the Shoshonean-Arapaho Indian Education Association and became a private, state, non-profit corporation. The name was later shortened to the Wind River Indian Education Association, Inc.

One of the early maneuvers of the Education Association was to circulate a petition asking how many people on the reservation wanted a separate Indian unified school. A record-breaking total of 900 people

signed the petition. In 1969 the first funding proposal was submitted. In Washington, D.C. their efforts received much favorable publicity from reporter Bill Grieder of The Washington Post. Another Washington reporter urging support for them was Frye Gaillard. Funding was finally granted from the Bureau of Indian Affairs.

The school officially opened on January 24, 1972 with 36 high school students. More enrolled during the semester, but in June they finished with 30 students receiving full high school credit. They expect over 100 students in the fall of 1972. The school is a contract school. It was modeled after the Ramah School in New Mexico. They have purchased one large school bus and two vans. For the upcoming school year, they were planning to employ ten teachers. As many Indian teachers as could be found would definitely be employed, but they were experiencing difficulties locating Indian teachers and expected to have to hire a few non-Indians.

The second school visited was on the Northern Cheyenne Reservation in Busby, Montana. The school had previously been a Bureau of Indian Affairs school. The reservation education group contracted with the BIA to take over control of the school. It took almost three years to complete the takeover. Seven years previous, an attempt had been made to change the school and have Indian people control it but the attempt was unsuccessful. There were political problems and no general community support for the idea.

Four years passed before another attempt was made. When they tried again, they went about it differently, slowly working with and constantly informing the reservation people. It took one and one half years to finally convince the Indian community. It was not until another year and a half had passed before their contract was approved, effective July 1, 1972.

The Busby school facility is quite new. The spacious building is only eight years old. The total enrollment for the former BIA school averages 370 students, about one-third of whom are high school students. The school serves the entire Northern Cheyenne Reservation and also takes in boarding students from Montana and Wyoming. There are five members on the school board, all Indians. In addition to the BIA funding, they also received financial aid from the Donner Foundation.

The school stresses a great deal of community involvement. For each grade level, there are three teacher aides per instructor. The teacher aides are paid and work for one semester each. Every nine weeks, i.e., every grading period, one-to-one parent-teacher meetings are held. These meetings help maintain parent involvement. Parents may also serve as non-paid parent aides in the classroom. The school employs twenty teachers only three of whom are Indian, however. They too have expressed difficulty in locating Indian teachers.

After returning from the visits described above, meetings were

held with the local Detroit Indians to advise them of the information gathered, share funding ideas, etcetera. Although the local people were pleased with the data obtained, one important factor was pointed out and that was that the two schools visited were reservation schools. Additional information needed to be obtained from urban Indian schools. With their recommendation in mind, another trip was planned to the Indian Community School in Milwaukee.

The Milwaukee Indian school was begun by three mothers in October of 1970. The mothers were dissatisfied with the public school system and took their children out. They began home instruction with twelve youngsters; word spread and more Indian children joined them. When Dorothy Ogrodowski, a Menominee and present director of the school, came to do her last semester of student teaching with them, there were 22 Indian students in the group.

Churches were approached for possible school space. From late November until the following summer, they met in a church basement. Although happy for the space, they did admit to having many difficulties in the unsoundproof, dimly-lit room.

In August of 1971 members of the American Indian Movement (AIM) took over a Milwaukee coast guard station that had been abandoned for one year. The Native American people held their ground and were allowed to maintain the property. There were two large empty buildings on the property, one of which the school immediately took for its use and

a second which was later turned into a half-way house.

During the 1971-72 school year, there were between 65 and 75 students always enrolled. The student population is divided into four groups: 1st to 3rd graders combined, 4th to 6th graders, 7th to 9th graders and 10th through 12 graders combined. The largest group of students is in the 7th to 9th grade combination. The grades are grouped in this manner in an attempt to get away from rigid grade levels. The school is also attempting to get away from the usual rigid letter-grading system. Due to space limitations, the school wasn't able to accept more than 100 students for fall: 25 in primary (1st - 3rd), 25 in elementary, 25 in junior high, and 25 in senior high.

For the school year 1971-72, until March of 1972, the school was operated entirely on donations, received primarily from various religious organizations. The books used in the classrooms and filling the libraries were all donated by the public schools as well as by other organizations. Only two Indian teachers were hired and paid a salary out of the contributions received. To bolster the teaching staff, student teachers were used from the University of Wisconsin in Milwaukee. The majority of student teachers were non-Indians and often had difficulty adjusting to a nontraditional, free school atmosphere.

The Milwaukee school did not have to meet any state accreditation requirements before establishing itself. The reason for this is that

in Wisconsin a school does not have to be accredited if it is operating at the elementary or junior high level. The school is not working toward senior high accreditation. Since Wisconsin recognizes the passing of the GED exam as equivalent to a high school diploma, the senior high students at the Indian Community School must pass the GED exam before being allowed to graduate.

Both breakfast and lunch are served at the school. They have become involved in the federal government's USDA food program. One station wagon was purchased to aid in the daily transporting of students to and from the school. In the fall a bus was also to be purchased for this purpose.

In March of 1972, the Milwaukee Indian school began receiving federal funding. Their proposal was funded through the Omnibus Crime Control and Safe Streets Act of 1968. The federal grant is for three years. In reviewing their proposals it was noted that they included as an Appendix various letters of endorsement from the University of Wisconsin, the Lutheran Church, the American Indian Information and Action Group, Inc., AIM of Milwaukee, Latin Neighborhood Workers, the Milwaukee BIA sub-office, and local social workers.

THE RESEARCH SETTING

The field research was conducted in a tri-county Detroit metropolitan area. According to 1970 census figures, there are 5,871 Indians residing in Detroit's Wayne County alone. The Indian population is well scattered throughout Wayne County as well as in the two adjacent counties of Oakland and Macomb. There is but one area in downtown Detroit where there is a high concentration of Indians living and that is in the so-called Cass Corridor. Another smaller concentration of Native Americans appears to be growing in the suburb of Dearborn, Michigan.

The Indians in Detroit and its suburbs are served primarily by four Indian-run service organizations. The oldest Indian organization is the North American Indian Association, Inc. which has been in operation since 1940. It is headquartered at 2230 Witherell Street in Detroit. Another active organization is Associated Indians of Detroit, which began approximately two years ago. They are located at the Cass Methodist Church located at 3901 Cass Avenue at Seldon within the "Cass Corridor" of downtown Detroit. A third service organization is the Indians of North America Foundation which also had its beginning two years ago and is presently headquartered at the Most Holy Trinity Church at 1050 Porter in Detroit. The fourth organization, American Indian Services, began in February of 1971 and is located at 6 Victor Street in Highland Park, Michigan.

Most of its efforts are concentrated on working with Indian alcoholics.

All four organizations do their best to help aid their urban brothers and sisters but there is often a duplication of efforts due to a lack of communication between all groups. The Native Americans in Detroit are desperately in need of one large Indian center which could centralize and actually multiply all available services. Many people are presently working toward that goal.

METHODOLOGY

Sampling Procedures

There does not exist a comprehensive list of the names of all Native Americans residing in the metropolitan Detroit area. It was therefore impossible to obtain a truly random sample; purposive sampling was employed.

Early in the project, lists of names and addresses of Indian residents were obtained from four sources: the membership list and newsletter mailing list of the North American Indian Association, Inc., the mailing list of Associated Indians of Detroit, and a list from the Department of Social Services' office of Urban Indian Concerns. A total of 295 names was collected. As the interviewing progressed, we were often given additional names by the Indians themselves. These names too were included in the sampling census.

All interviewers worked within specific geographic areas and were given index cards bearing the names and addresses of Native Americans residing only in that specific area. As many people as could be located in the four weeks available to us were interviewed. The final sample consists of 105 individuals.

Collection Procedures

Semi-structured interviews were conducted throughout August and

early September. All data collection had to be finished within a four-week period, in order to allow enough time for the report write-up by the project deadline of September 15, 1972. In order to carry out this mandate, three part-time research assistants, all of Indian descent, were employed: Pat Cady, Sandra Smith, and Dorothy Marcus.

All interviewers carried out either personal interviews or telephone interviews. In only a very few instances was the direct mail technique utilized and then usually at the request of the respondent. The procedure was to interview either the household head or the spouse as long as that individual was Indian.

Questionnaire Design

A rough draft of the final questionnaire was developed by Larry Martin and myself. It was submitted for inspection to a group of Indian people present at a meeting specially called to discuss Indian education. A number of suggestions were offered and incorporated into the final draft. (See Appendix A for a duplicate of the questionnaire used in the survey.)

The interview consisted of thirty questions. The first fifteen items elicited general demographic data about the individual. The final fifteen were either open-ended or forced-choice questions, and related directly to the matter of establishing an Indian school in the Detroit metropolitan area.

Treatment of the Data

Weekly contacts were maintained with the research assistants. As finished questionnaires were turned in, they were checked for completeness. If answers to particular questions were unclear or not received, attempts were made to recontact the respondent. If that failed, the individual's response to that particular item had to be classified as Information Not Received.

All responses to the questions have been categorized and each respondent's answers itemized accordingly. (See Appendix B for the thorough analysis of all responses given by the 105 informants.) A more generalized breakdown was typed and mailed to each respondent along with a letter (See Appendix C) thanking them for their help.

DETAILED FINDINGS

A total of 105 Native Americans were interviewed, 38 males and 67 females. Almost one-half of the respondents (51) resided in Detroit while the remaining 54 were from outlying areas. Included in the sample were people as young as sixteen and as old as seventy-eight. The average age was 41. (See Appendix B.)

Although the majority of Indians interviewed were not born in Michigan (79 out of 105), it appears that once they settle here, they remain and become a very stable group. The average length of time as a resident in the tri-county Detroit area was 23 1/2 years. The majority (73 out of 105) were also married.

Twenty-one different tribal nations were represented in the sample population. Slightly over one-third of the respondents were Chippewa. The Mohawk and Oneida nations were also well represented. All respondents were Native Americans, over one-half (58) claiming to be full bloods. Among the married respondents, the majority (41 out of 73) did also marry Indians.

Among the 80 informants having children, there was an average of three children per family. The total number of pre-school age children involved was 36. The total number of school age children involved was 100: 69 in grades 1-8, and 31 in grades 9-12.

The educational level achieved by the parents was also tabulated.

Among the 73 married respondents, where both parents were still in the home, 29 (40%) reported an education equal to their spouse. In 26 instances, the father's education was reported as higher, and in 18 cases the mother's education was higher. The majority of Indians interviewed (73 out of 105) did not attend government-run Indian schools.

An attempt was made to determine whether or not the younger generation is receiving more education. Automatically, however, in completing such a tabulation, 21 respondents could not be included since there were that many with no children. Another group of 38 had to be excluded because their children were still too young to be able to determine whether or not they would eventually surpass their parents' education. However, in 31 cases out of the remaining 42 for whom full information was given, in fully 74% of the cases, the data did show that the children had indeed received a higher education than their parents. In the Touche, Ross and Co. report, the suggestion was made that among the younger generation, education seemed to be increasing in importance.[9] We are able to offer some verification for this theme, yet it must be given cautiously since our eventual sample size (42) was so small.

The average monthly income was calculated to be $559.02. The primary source of income was through the employment of one or both household heads. In ten instances, the family's income was reported as rather

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[9]Touche, Ross and Co., p. 46.

high since both parents were employed full time.

When questioned about their initial reaction to the words "Indian School", almost one-half of the respondents (51) replied with a positive attitude. Among 43, the initial response was more negative in that their first thoughts were of second-rate, government-run schools. After this question was asked, number 16 on the questionnaire, it was an integral part of each interview to thoroughly explain today's newer concept of an Indian school.

All interviewers were instructed to be sure to state that the new idea of an Indian school is one run by Indian people. At the new school, Indian children would have the oppportunity to be together and to be instructed not only in regular academic subjects, but in Indian-oriented subjects as well. Indian teachers and Indian counselors would be employed in such a school. When asked if they would be interested in seeing such an all-Indian school somewhere in Detroit, the overwhelming majority (103 out of 105) answered yes. Eighty-nine of those 103 said that they were "very" interested in such a school.

Exactly one-third of the respondents (35 out of 105) believed that the Indian school should be begun as an elementary school. Twenty-six individuals asked that it be begun as a secondary school in order to catch the dropouts, while 19 others felt that it really should be begun at the pre-school level. (See Appendix B for a thorough listing of the other variety of

responses given.)

The subjects most often requested to be taught in the Indian school were: Indian history, Indian languages, Indian culture, crafts, Indian singing and dancing, Indian art, and Indian religion. (Again see Appendix B for a more thorough listing of all suggestions offered.)

Among the 105 Indian respondents, 47 felt that an all-Indian school board would be the best qualified to choose the type of subjects taught and books used. When questioned about who should be involved in the total planning of the school, a slight majority (56 out of 105) replied that only Indians should. The remaining 48 who responded felt that some non-Indians should also be included in the over-all planning.

The majority of respondents (66) did not feel that the studying of Michigan Indians should be emphasized, rather they preferred that all tribes be studied equally. An overwhelming majority (91) felt that both Indians of the past and contemporary Indians need to be studied, neither to the exclusion of the other.

Most Indian respondents (80) preferred that the school be strictly a day school from which the children return home each afternoon. Almost one-half (51 out of 105) felt that the Indian school once established should operate completely separate from the regular Detroit public school system. Another one-third, however, felt that it should remain combined with the regular school system. Many others were uncertain.

A variety of answers were received to the question of where the school should be located. The reader is again referred to Appendix B for the thorough listing of replies received. In general, however, there were three categories receiving the greater number of responses. Sixteen individuals felt that the school should be near a large Indian population and/or in the inner city. Thirty-five respondents (one-third) preferred that the school be located in Wayne County but further out from the downtown area. Thirty-six Indians (one-third) requested that the school be in the suburbs where more land is available.

Once the school was begun and if it received full accreditation, the greater majority of Indians (96) would send their children to such a school. If full accreditation was not received, however, only slightly over one-half of those interviewed (53 out of 105) would still send their children. Another 20 were uncertain, while 32 would definitely not send their children.

In the final questions asked requesting help for the school, fully 73 of the respondents replied that they would be willing to serve on the all-Indian school board. Another 88 claimed to be willing to volunteer at least a couple of hours per week as a part of the school staff. A listing of types of services volunteered and other comments made at the close of the interview are also noted in Appendix B.

To summarize the findings very briefly, I think we can safely say

that we have been able to demonstrate overwhelming Indian community support for the idea of establishing an all-Indian run school somewhere in the Detroit metropolitan area. We have also been able to offer other valuable detailed information regarding the type of school it should be. To recapitulate: it should start at the elementary level and offer courses in Indian history, languages, arts and crafts, culture, singing and dancing, and religion. The school should be planned primarily by Indians. The all-Indian school board should choose the subject matter and books to be used. Michigan Indians should not be emphasized but both past and contemporary Indians should. The school should be a day school separate from the Detroit Public School System and it should be located away from the inner-city.

BEGINNING A SCHOOL

General Information

Within the state of Michigan it is the State Department of Education which determines whether a non-public school will be recognized or not. Full state accreditation is required in Michigan whether one is beginning a primary or junior high or senior high school. If one is interested in learning what the state requirements are, one need only make a phone call to the Michigan Department of Education and speak with David Hanson who is in the Department of Accreditation and Approval. His phone number in Lansing is (517) 373-6551. His office will immediately mail to you a kit containing most of the forms and vital information needed to at least begin the process of establishing a school. A copy of the kit is included in Appendix D.

Within the kit, documents are supplied relating to: (1) Michigan laws regulating how one may incorporate as an educational institution, (2) an outline of the written report required of an educational corporation that is submitted to the Michigan Corporation and Securities Commission, (3) financial reports required by the State Board of Education, (4) necessary fire and health standards for school facilities, (5) teacher information forms required in non-public schools, (6) Michigan laws regulating the course of study in all schools, (7) Michigan laws pertaining to compulsory education,

and (8) miscellaneous Michigan statutes providing for the supervision of all non-public schools.

Prior to receipt of the kit, seven letters were drafted to the various Health and Fire Departments and to the County Clerk's office, and to Lansing. Copies of the letters sent and the replies received are included within Appendix E. Some of the replies contain very essential information.

Usually within each state, an outline of the courses taught in the public schools is prepared in booklet form and named the general or basic "Course of Study". One must purchase the booklet but the cost is usually under $2.00. If one is beginning an alternative school and would like to know what the public schools teach and expect of children at the various grade levels, a Course of Study would be a must.

In Michigan there are but a few courses required by the state. These are enumerated in the documents filed in Appendix D. But there is no generalized Course of Study for the state as a whole. Rather, each school district has been given the prerogative of formulating its own Course of Study.

In order to obtain a copy of the booklet, simply contact the local school district in which the school will likely be located. Mr. David Hanson of the Michigan Department of Education advised me that if we had any difficulty in obtaining a copy of a district's Course of Study; e.g., if they state that they don't want an Indian school in their

district, we are to contact his office immediately and he will look into the matter.

Often in the Course of Study there is included a list of the tests required in the public schools at the various grade levels. This is not true in Michigan. In fact, there are only two assessment tests required in the public schools and these are at the fourth and seventh grade levels. The question is still open whether these same assessment tests should likewise be required in Michigan's nonpublic schools; at the present time they are not.

A Course of Study may also include a listing of the names of books used in the public schools and adopted by the State Board of Education. This is not so in Michigan, however. It must be noted, though, that it is not necessary for nonpublic schools to use the same books as are in the public schools. Enclosed in Appendix F is a listing of 18 possible Indian-oriented texts and 92 Indian reference works that could be used in an Indian school. Another excellent resource is the booklet, American Indians, An Annotated Bibliography of Selected Library Resources, 1970. It describes various books on or about Indians and even categorizes the the books by grade level. The booklet can be obtained free from its publisher, the University of Minnesota, Library Services Institute for Minnesota Indians, in Minneapolis. A new updated version is expected to be published by December, 1972.

Teacher Information

Michigan is one of the more difficult states in which to apply for a teaching credential. Only within recent years has it decided to recognize all out-of-state certificates. The state still does not recognize city-granted certificates; e.g., New York City certificates, nor does it recognize certificates from another country; i.e., Canada.

According to Michigan Laws, all teachers, even those teaching in nonpublic schools, are required to hold a valid Michigan teaching certificate. Purportedly there are seven Indian teachers within the Detroit area who hold valid teaching certificates. If additional teachers are located who hold valid out-of-state certificates, they must still make application through the Teacher Certification Bureau within the Michigan Department of Education. One need only telephone their office in Lansing at (517) 373-3310 in order to receive all of the necessary forms. An out-of-state teacher must also present a copy of both sides of his or her present certificate plus transcripts from all colleges attended.

Canadian teachers seeking employment here would also have to make application for a Michigan certificate through the Teacher Certification Bureau. Since they are from another country, they must apply through their college with all transcripts accompanying the application. A thorough evaluation is then conducted by those in Lansing.

Within Michigan, little has been done to accommodate non-credentialed individuals. The only para-professional status available is that of teacher aide. According to state law, teacher aides can help in any way in the classroom, but are expressly forbidden from teaching. No type of temporary or part-time permit is ever issued to them.

One type of temporary permit is available in Michigan and that is the substitute permit. In order to obtain such a permit, one need only have completed a minimum of 90 semester hours of college work. Under the present regulations one may substitute for a full 180 days. In September of 1973, however, new and stricter laws will go into effect and after that date, an individual will be required to have completed a minimum of 120 semester hours of college work, and will be allowed to substitute only up to 90 days per school year.

If one wishes additional, more thorough information about Michigan's certification regulations, there has been suggested to me a booklet entitled, The Rules Governing the Certification of Michigan Teachers. It is temporarily out of print but should be available in most state libraries or school district offices.

Funding

Once established, the Indian school would be a private school, yet would be tuition free. The funding for the school must come from state and federal sources. Two foundations who have always maintained large scholarship funds for Indians at the graduate level are The John Hay Witney Foundation and the Ford Foundation. It is possible that their interest in Indian education can be channeled in a new direction.

The Office of Economic Opportunity in Washington must also be approached. Another possibility is to follow the example of the Indian Community School of Milwaukee and work toward obtaining funding from Washington under Public Law 90-351 known as the Omnibus Crime Control and Safe Streets Act of 1968. Grants can be obtained if a group or organization or educational institution can conduct programs relating to the causes and prevention of crime. It is possible that we could obtain full funding if we were able to demonstrate that by opening an Indian school, we would keep Indian children, particularly Indian teenagers, in school, lower the dropout rate, and lower the juvenile delinquency rate.

If we decided to follow this lead, we must first begin compiling statistics on Indian crime rates, juvenile delinquency, etcetera. Some statistical information might be obtained from local social workers, probation officers, police officers, and the like. In one of Milwaukee's funding proposals, they included copies of letters of endorsement for the

Indian school from churches, social workers and probation officers. It might be wise to begin collecting similar types of endorsements from social agencies in the Detroit area.

Included in Appendix G is a copy of parts of the Omnibus Crime Control and Safe Streets Act, describing the funding programs available under the Act. Under section 402 of the Act, provision is made for the establishment of a National Institute of Law Enforcement and Criminal Justice. The Institute is authorized to make grants to public agencies, educational institutions and private organizations who will conduct research or demonstration projects relating to the causes and prevention of crime. Section 402 would seem to be most applicable to the Detroit situation. Most other programs referred to in the Act are primarily available to state or local governments. A copy of the Omnibus Crime Control and Safe Streets Act of 1968 in its complete form may be obtained from your congressman.

One must also consider the possible availability of funds under the new Higher Education Act, Public Law 92-318. It was just signed into law in June of this year and includes Senator Kennedy's amendment, Title IV, Indian Education. A thorough understanding of the Act must be reached by Indian people everywhere. See Appendix H for copies of two separate papers analyzing the Indian education provisions under Public Law 92-318. One reprint was prepared by the U.S. Office of Education and the other is an article appearing in the Indian Law journal, Legislative Review.

It is possible that funding for a Detroit Indian school could be obtained under Part B of Public Law 92-318. Part B is an amendment to Title VIII of the Elementary and Secondary Education Act of 1965 and relates to special programs and projects, for which $25 million is appropriated for fiscal year 1973 and $35 million for both 1974 and 1975. Under Part B, grants will be provided to plan and support projects which will provide educational services not now available to Indian children. The grants are not to take into account the reservation or non-reservation status of the students involved. Priority is also to be given to Indian organizations applying for such grants.

Recently, contact has been made with an organization, Professional Skills Alliance, located at 726 Pallister in Detroit. Their telephone number is 871-6404. The Alliance is composed entirely of professional people who freely give of their time and services to help underprivileged groups. To date, we have spoken primarily with Mr. Sol Jacobson who has expressed his and the Alliance's willingness to help write a funding proposal for a Detroit Indian School. Contact must be maintained with this cooperative organization.

Building Availability

Any building, whether old or new, must be approved by the State Fire Marshall before it can be used as a school facility. Numerous regulations exist which affect the operation and maintenance of a nonpublic school

building. The reader is referred to Appendix E wherein much helpful information is recorded in replies received from the Oakland County Health Department and the Detroit Fire Department.

Many denominational schools are facing a financial crisis. The churches themselves are seeking more community involvement. If contacts can be made with the Catholic Archdiocese of Detroit or with other religious headquarters, extra space for a school or even an entire building may be obtained. The names of three Catholic schools which have closed or are considering closing have been brought to my attention. They are St. Ambrose and St. Pascuas in Detroit and St. James in Ferndale.

Whether one is able to eventually obtain a building from a religious or nonreligious source, it would be wise to have a typed description of the school available for perusal before any formal negotiations take place. Prospective landlords will want to know information about the leaders behind the school, the teachers, the number of students expected and their ages, and the philosophy of the school. A good model of such a descriptive report is included in the book, No More Public School.[10]

If space for the school is rented, it is likely that the matter of insurance must be considered. For a school the insurance should cover fire, theft, and vandalism, liability and accidents, and the employees. The type of insurance package which will have to be purchased is termed a broad or comprehensive liability contract. Purchase all insurance carefully. Seek legal advice if necessary.

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[10]Harold Bennett, No More Public School (New York: Random House, Inc., 1972).

Legalities

Under federal law the Detroit Indian School would have to be an equal opportunity employer. Although our preference is to have an all-Indian staff, we cannot publicly say so. Any statements regarding hiring practices must be worded very carefully. For example, when placing ads for teachers, we cannot say "Indians only", but we could state that we want teachers with experience in and with deep commitments to the Indian community.

In situations where some non-Indians had to be hired in other Indian-run schools, methods were developed to weed out some of the more paternalistic applicants. One such method was to include as part of the formal interview and screening process a series of essay questions to which the applicant must respond in writing. The essay questions contain hypothetical situations to which the applicant must state how he would respond. The questions may also discuss a particular value held by Indians and the non-Indian teacher must give an opinion on that value system. There are many such devices that one may employ to insure the students of sensitive, truly dedicated teachers.

It is possible that legal problems may arise in the establishment of an alternative school. Some legal advice could undoubtedly be obtained from the Professional Skills Alliance in Detroit. A local lawyer recommended to me by NARF (Native American Rights Fund) is Jeanne Franklin of Michigan Legal Services Assistance Program, whose telephone number is (313) 577-4822.

If necessary, NARF also could be contacted. They are located at 1506 Broadway in Boulder, Colorado. Their telephone number is (303) 447-8760. Yvonne Knight is one of the Indian lawyers there and deals primarily with Indian education legal problems. If the school eventually incorporates and/or obtains tax exempt status (after which it would be eligible for government surplus, meaning everything from paper clips to land), legal advice must be sought.

Legislative Backing

In order to be assured of speedier handling of any of our requests, whether it be in seeking initial approval for the school from the State Department of Education or in seeking funding from various sources, we must begin building legislative support for the school, at both the state and federal level.

Recently a letter was received from Representative William S. Broomfield of Michigan's 18th District. (See Appendix I) He has received word of the study and responded favorably to our goal. Other Michigan legislators must also be made aware of our intentions.

In the summer issue of The Nishnawbe News, there was a large article reporting that 58 individual congressmen joined together in a bi-partisan effort and drafted a letter to Secretary of the Interior Roger Morgan urging that BIA services be extended to all off-reservation Indians, including those Indians living in the cities, in off-reservation rural areas, and in state reservations in the east. The article includes the names of all 58 congressmen.

We should note the names of these interested men and contact them for continued support, particularly the Michigan Representatives: Marvin L. Esch, Republican; James G.O'Hara, Democrat; Donald W. Reigle, Jr., Republican; and Phillip E. Ruppe, Republican. In the recent issue of the Indian Law Journal, Legislative Review, it was noted that both Presidential hopefuls Hubert H. Humphrey and George McGovern are also purportedly urging more aid and extended BIA services to urban Indians.

General Recommendations

One of the first steps that must immediately be made is for all Indian people committed to the goal of establishing an Indian school in Detroit to organize, form into a special Indian education committee, and begin meeting on a regular basis. People must be assigned particular tasks such as checking into possible buildings and other funding resources. Individuals need to talk with administrators of other free schools in the Detroit area, and to find out what problems they had in establishing the school and how they overcame them. The matter of books and other supplies must be looked into. Discussions need to be held to determine what the school's philosophy will be. We need to consider what personnel we will need besides teachers and a counselor. There must be a director for the school, but what about secretarial help or a bookkeeper or a janitor? All of these factors must be considered.

Locally we must maintain contact with Professional Skills Alliance and with David Hanson of the Michigan Department of Education. Mr. Hanson

expressed great interest in the idea of establishing an Indian run school in Detroit and offered to come to Detroit from Lansing at any time if we would wish him to speak with various Indian groups about how one establishes a school.

Publicity should also be ongoing about the Indian school idea. The interest of our brothers and sisters must be kept alive. Periodic news releases could be made via radio (Indian and non-Indian programs) and via newspaper (both Indian and non-Indian). Perhaps one committee member can be assigned publicity.

Contacts should also be maintained with other Indian controlled schools throughout the country. The Rough Rock Demonstration School in Chinle, Arizona was one of the first. There are now Indian schools established in Ethete, Wyoming; Busby, Montana; Ramah; New Mexico; Dallas, Texas; Minneapolis, Minnesota; Milwaukee, Wisconsin; Cleveland, Ohio; and Chicago, Illinois to name but a few. It is necessary to share ideas so that all our people may benefit.

The Coalition of Indian Controlled School Boards, Inc. has steadfastly maintained an interest in the Detroit situation. We should make use of their experience and of their offer to send a consultant to Detroit to help in the establishment of our own school.

Once the school is established all parents must be notified of the school's opening and apprised of the fact that in Michigan there are no forms whatever that are necessary to take a child out of a public school. One

need simply take the child out. Although not required, it might be wise, however, to write a brief letter to the teacher and/or principal involved stating that after a specific date, the child, give his full name, will no longer be attending "John Doe" school. State also that he will be enrolled in a private school. No more than that need be said.

A final recommendation must be made to all those truly interested in establishing an Indian controlled school and that is to be sure to read Harold Bennett's excellent book No More Public School. It comes paperbound and sells for $2.95. It is very well organized and gives almost step-by-step instructions on how to begin and then maintain an alternative school. As the author himself has written in the prefatory pages,

> This book tells how to take your child out of public school and how to educate him at home yourself. It tells how to put your own school together which means legalities, curriculum, and business staff and about minding the store once you've started. It tells about solutions for when you're in trouble...but it does not flirt with dreams for an easy Utopia.

Two other paperbacks that might be recommended are Starting Your Own High School by the Elizabeth Cleaners Street School People, and The Creative Classroom, Teaching Without Textbooks, by Henry F. Beechhold.

SUMMARY

In the preceding pages an attempt has been made to compile a large quantity of data relevant to Indian education, in general, and to the establishment of an all Indian controlled school in particular. Some generalized information about the education of Indian people was offered in the beginning of the report. That was followed by more specific information about the summer project and about the various existing Indian schools visited early in the summer. The report next disclosed the detailed findings of the survey conducted in the Detroit area and expressed the opinions of the majority of the respondents. The closing section offered additional specialized information about the process of actually starting a school.

All of the material included herein was carefully gathered during what proved a very short period of time. In spite of the time shortage, I am pleased with the report results and am particularly pleased with the tremendously favorable response received from the Native American people of Detroit to the idea of establishing an Indian controlled school in that urban area. I can only hope that those people whose imagination and enthusiasm were aroused will not allow the idea to die but will work together with other concerned Native Americans so that one day all Indian children in the Detroit metropolitan area will have their own school to attend where they will be assured of receiving a <u>true</u> Indian education.

APPENDIX A

THE QUESTIONNAIRE

This section contains a duplicate copy of the questionnaire used in this study.

Date _____ Name of Interviewer _____

MICHIGAN INDIAN EDUCATION PROJECT

1. Name _____ 2. Sex _____
Last First M.I.

3. Address _____
Street City Zip

4. Phone _____ 5. Date of birth _____

6. Place of birth: Husband _____ Wife _____

7. Number of years in Detroit _____ yrs. _____ mos.

8. Marital Status: Single _____ Married _____ Divorced _____

Separated _____ Widowed _____

9. Tribe: Husband _____ Wife _____

10. Degree of Indian Blood: Husband _____ Wife _____

11.	Names of all Family Members	Age	Sex	Grade Level Completed	Still Enrolled	Was last school attended gov't, private or public?
	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
	8.					
	9.					
	10.					
	11.					

12. Average monthly income _____

13. Source _____

14. If employed, type of employment _____

15. If welfare, type of aid _____

16. What is the first thing you think of when the words "Indian School" are mentioned?

(Interviewer: explain new concept of an Indian school. Be sure to state that it is a school for Indian students teaching both regular and Indian-oriented subjects taught by Indian teachers, and having Indian counselors and an all-Indian school board.)

17. Would you be interested in such an all-Indian school?

Very _____ Somewhat _____ No _____

Explanation if offered:

18. What grade level should the Indian school serve?

Pre-School Elementary Secondary Vocational University

19. What subjects would you want an Indian school to teach?

20. Who should choose the type of subjects and books used:

Parents Students School Board

21. Who should be involved in the total planning of the school:

Indians Indians and Non-Indians Non-Indians

22. Should we emphasize studying about Michigan Indians? Yes ____ No ____ Uncertain ____

23. Should we emphasize studying about contemporary Indians as opposed to studying about Indians in the past?

Contemporary_____ Past_____ Both_____

24. Should the Indian school be a boarding school or a day school?

Boarding_____ Day_____

25. How separate should our Indian school be from the regular public school system?

Completely Separate_____ Combined_____ Uncertain_____

26. Where should the Indian School be located?_____

Why?

27. Would you send your children to an all-Indian run school if it were fully accredited (meaning that all the teachers have college degrees and their teacher's certificates)?

Yes_____ No_____ Uncertain_____

28. Would you send your children to an all-Indian run school even if it were not fully accredited?

Yes_____ No_____ Uncertain_____

29. Would you be willing to serve on the all-Indian School Board for the school?

Yes_____ No_____ Uncertain_____

30. Would you be willing to volunteer on the staff?

Yes_____ No_____ Uncertain_____

APPENDIX B

DATA ANALYSIS

This section contains a thorough analysis of all responses given to the questionnaire.

MICHIGAN INDIAN EDUCATION SURVEY RESULTS

Total number of Indians interviewed 105

Sex	Male	38	Female	67

Address	Detroit	51	Ferndale	2
	Dearborn	12	Lincoln Park	1
	Southfield	7	Fraser	1
	Warren	6	Mt. Clemens	1
	Oak Park	3	Livonia	1
	Hazel Park	2	Garden City	1
	Highland Park	2	Harper Woods	1
	Allen Park	2	River Rouge	1
	Royal Oak	2	St. Clair Shores	1
	Southgate	2	Grosse Pointe Park	1
	Roseville	2	Brighton	1
	Melvindale	2		

Age	Under 20 years	7
	21-29 years	[illegible]
	30-39 years	21
	40-49 years	19
	50-59 years	20
	60-69 years	10
	70 and older	3
	Information not received	2

The youngest respondent was 16 years old.
The oldest respondent was 78 years old.
The average age was 41 years.

Place of Birth	Detroit	16	Other Michigan Cities	10
	Canada	49	Oregon	1
	New York	6	Washington	1
	Oklahoma	5	Pennsylvania	1
	Minnesota	4	Virginia	1
	Wisconsin	2	Tennessee	1
	North Carolina	2	Illinois	1
	North Dakota	1	Texas	1
	South Dakota	1	Information not received	1
	Nebraska	1		

Years in Detroit	1-5 years	8
	6-10 years	11
	11-15 years	10
	16-20 years	19
	21-25 years	13
	26-30 years	15
	31 or more	28
	information not received	1

The average length of time residing in the Detroit metropolitan area was 23 1/2 years.

Marital Status

Single	15	Married	73
Divorced	8	Separated	6
Widowed	2	Information not received	1

Tribe

Chippewa	36	Comanche	1
Mohawk	17	Mission	1
Oneida	16	Makah	1
Cherokee	6	Pueblo	1
Potawatomi	5	Otoe	1
Ottawa	4	Shawnee	1
Delaware	4	Pawnee	1
Cayuga	2	Klamath	1
Cree	2	Winnebago	1
Sioux	2	Apache	1
Onondaga	1		

A total of 21 different tribes were represented.

Indian Blood of Respondent

Full	58
3/4 to 7/8	24
1/2	19
1/4 or less	4

Indian Blood of Spouse

Not Indian	31
Full	22
3/4 to 7/8	6
1/2	10
1/4	3
Not applicable since there was no spouse in the household	32
Information not received	1

Number of Children

None	21	Six	4
One	11	Seven	1
Two	21	Eight	2
Three	19	Nine	1
Four	17	Information not	
Five	4	received	4

The average number of children per family was 3.
The total number of pre-school age children was 36.
The total number of school age children involved was 100.

Grade Level of Parents

Information not received 1

Father	8th grade or less,	Mother	8th grade or less	6
Father	9-11th grades,	Mother	8th grade or less	7
Father	high school graduate,	Mother	8th grade or less	3
Father	attended college,	Mother	8th grade or less	0
Father	8th grade or less,	Mother	9-11th grades	8
Father	9-11th grades,	Mother	9-11th grades	6
Father	high school graduate,	Mother	9-11th grades	5
Father	attended college,	Mother	9-11th grades	2
Father	8th grade or less,	Mother	high school grad.	3
Father	9-11th grades,	Mother	high school grad.	1
Father	high school graduate,	Mother	high school grad.	14
Father	attended college,	Mother	high school grad.	9
Father	8th grade or less,	Mother	attended college	1
Father	9-11th grades,	Mother	attended college	2
Father	high school graduate,	Mother	attended college	3
Father	attended college,	Mother	attended college	3

Single, separated, divorced male	8th grade or less	0
Single, separated, divorced male	9-11th grades	4
Single, separated, divorced male	high school grad.	4
Single, separated, divorced male	attended college	0

Single, separated, divorced, or widowed female	8th grade or less	3
Single, separated, divorced, or widowed female	9-11th grades	6
Single, separated, divorced, or widowed female	high school grad.	8
ngle, separated, divorced, or widowed female	attended college	6

Comparison of Parents' Education

Both parents received same amount of education	29
Father received a higher education	26
Mother received a higher education	18

Comparison of Children's and Parents' Education

Same amount of education received	9
Children's education is higher	31
Children's education is lower	2
Can't determine because children are too young	38
Not applicable because no children in the family	21
Information not received	4

Parents attend Government Indian School?

Yes, both parents	11
Yes, father only	9
Yes, mother only	10
No, neither parent	73
Information not received	2

Average Monthly Income

		None	6
$100 - $299	9	$700 - $899	15
$300 - $499	21	$900 - $1500	16
$500 - $699	18	$1600 and higher	2

Respondent didn't know exact amount	14
Respondent didn't want to supply information	4

The average monthly income was $599.02.

Source of Income

Own or spouse's employment	71
Social Security and/or Retirement	7
Welfare only	6
Employment and retirement	4
Employment and scholarships	3
Scholarships only	1
Employment and welfare	1
Welfare and scholarships	1
Welfare and retirement	1
Unemployed	2
Information not provided	8

First Thing Thought of When Words "Indian School" Mentioned

Generally had a positive concept of an Indian school (i.e., thought of the new concept of Indians teaching Indians.)	51
Generally had a negative concept of an Indian school (i.e., thought of the old, government-run boarding schools.)	43
Generally responded in a neutral fashion	10
Information not provided	1

Below is a list of most frequently received comments to this question.

It is a good place for children to learn about their culture.	13
It is a government school but the individual had good experiences there.	10
Until recently, would have had negative image but now has new concept of Indian self-determination.	5
It would be a dream come true, an ideal situation.	4
It is a school where there is no discrimination.	3
It is a good school because it helps Indians stay together.	2
It is a government-run school (no other comments made, neutral).	2
It is a badly-run, government-run school.	21
It is a far away boarding school, a lonely place.	15
It is a second-rate school, below white schools.	10
It is a school where children are treated badly.	8

It is being taught by white teachers.	6
It is a place where children lose their identity, are assimilated.	4
There would be many money problems and expenses in running an Indian school.	1

Would You Be Interested In Having An Indian Run School In the Detroit Area?

Very	89
Somewhat	14
No	2

Below are additional comments offered by respondents:

Our children need to know their heritage, who they are.	12
Interested but don't want idea of complete separateness pushed.	3
We need it desperately, it is a matter of self-preservation.	2
Indian teachers know what important things to stress.	2
Interested even though own children are already grown.	2
Respondent's children already against public school, don't want to go.	1

What Grade Level Should the School Begin By Serving?

Elementary	35
Secondary	26
Pre-school	19
Junior High	3
Vocational	2
University	2
Should begin with all levels: preschool through high school	16
Uncertain	1
Information not provided	1

What Subjects Would You Like Taught In An Indian School, Besides The Regular Academic Subjects?

Indian history	54	Athletics	2
Indian languages	52	Indian Literature	2
Indian culture	43	Tribal politics	2
Indian crafts	39	Indian oratory/speech	1
Indian singing and dancing	21	Herbs	1
Indian art	20	Indian philosophy	1
Indian religion	13	Indian psychology	1
Vocational skills	8	Tribal economics	1
Sociology/social work	5	Folklore/legends	1
		Indian cooking	1

Who Should Choose the Type of Subjects Taught and Books Used?

All Indian School Board	47
Parents Only	7
Students Only	7
All of the above three	18
All of the above three plus teachers	3
Teachers only	1
Parents and the School Board	12
Students and the School Board	3
Teachers and the School Board	2
Parents and Teachers and the School Board	2
Parents and Teachers	1
Parents and Students	1
No answer provided	1

Who Should Be Involved in the Total Planning of the School?

Indians only	56
Indians and non-Indians	48
Non-Indians only	0
No answer provided	1

Among those including non-Indian planners the following comments were also received:

The non-Indians should be advisors only	7
The non-Indians should be helpful with funding only	3

Should We Emphasize Studying About Michigan Indians?

Yes	33
No	66
Uncertain	5
No answer provided	1

Among those answering no, the following comments were made:

No, we should study all Indians from Mexico to Alaska	26
No, we should study Indians by regions, not states	2

Among those answering yes, four replied:

Yes, to begin with, then study all Indians	4

Should We Emphasize Studying About Contemporary Indians as Opposed to Indians of the Past?

Study contemporary Indians only	10
Study Indians of the past only	3
Study both	91
No answer provided	1

Should Our Indian School Be a Boarding School or a Day School?

Boarding School	10
Day School	80
Both, so students could have a choice	10
Uncertain	4
No answer provided	1

How Separate-Administratively Should the Indian School Be From The Regular Public School System?

Completely Separate	51
Combined	37
Uncertain	16
No answer provided	1

Where in the Detroit Metropolitan Area Should the Indian School be Located?

In the inner city, downtown Detroit	11
Near a large Indian population	5
In Wayne County, but on outskirts or fringes of Detroit	35
In suburbs, outside of Detroit	36
Somewhere centrally located	7
Wherever can get land or a building	2
Uncertain	7
No answer provided	2

The following is a list of other comments made:

Respondent definitely against inner city	23
Is too dangerous	(11)
Is a bad environment for learning	(7)
Is too black	(5)
Suburban areas suggested:	
Macomb County in general	2
Oakland County in general	2
Warren	2
East Detroit	1
Highland Park	1
Southfield	1
Redford Township	1
Utica	1
Other suggestions made:	
Fort Wayne Military Museum in Detroit	1
St. James School in Ferndale	1

Would You Send Your Child To An Indian-Run School If It Were Fully Accredited?

Yes	96
No	2
Uncertain	7

Would You Send Your Child To An Indian-Run School Even If It Were Not Fully Accredited?

Yes	53
No	32
Uncertain	20

Would You Be Willing to Serve on the All-Indian School Board?

Yes	73
No	20
Uncertain	12

Among those answering no, the following commentary was made?

No, because respondent feels unqualified	5
No, because respondent is too old	1
No, because of respondent's own work schedule	1

Would You Be Willing To Volunteer A Few Hours To Help On The Staff?

Yes	88
No	9
Uncertain	8

Various services volunteered:

Help in Office	2
Could teach vocational skills	2
Could teach cosmetology, charm	2
Could teach health care	1
Could teach Indian dancing	1
Could teach piano	1
Could teach sewing	1
Would start own car pool	1

Other commentary made at the close of the interviews:

Respondent will be happy to see it happen	10
We should get funding from the government	2
Hurry up and build the school!	1

APPENDIX C

LETTER TO RESPONDENTS

This section contains a copy of the letter sent to each of the 105 respondents thanking them for their help.

September 15, 1972

Dear fellow Native American,

Earlier this summer, you helped take part in a survey on American Indian education. The questionnaire was part of a summer feasibility study conducted in Detroit to investigate the possibility of establishing an Indian-run Indian school in the Detroit metropolitan area.

In the short amount of time available to us in August and early September, we were able to complete 105 interviews. Of these 105 people, fully 85% were strongly behind the establishment of an Indian school here. The final results of the tabulations are enclosed. I hope you will take time to review the survey results and to consider the possibilities open to us.

Lastly, I would like to request that if your interest was aroused and enlivened by the thought of beginning our own Indian school, don't let it die. There are numerous people in both the North American Indian Association and in Associated Indians of Detroit who are strongly committed to this goal. Talk with these people; talk with your friends. Keep the idea alive.

Thank you again for all of your help and cooperation.

Sincerely,

Joann Sebastian Morris

Joann Sebastian Morris

Chippewa/Cayuga

APPENDIX D

DEPARTMENT OF EDUCATION KIT

This section contains a copy of the kit containing various forms and documents essential to establishing a school which is prepared by the Michigan Department of Education.

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

August 23, 1972

JOHN W. PORTER
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION
EDWIN L. NOVAK, O.D.
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DR. CHARLES E. MORTON
JAMES F. O'NEIL
GOV. WILLIAM G. MILLIKEN
Ex-Officio

Mrs. Joann Morris
8750 Troy
Oak Park, Michigan 48237

Dear Mrs. Morris:

Before a school may start, the facility in which it is to be located must be approved by the State Fire Marshal and the County Health Department where the facility is going to be located. To initiate facility approval, please contact Dr. Lloyd Fales, Supervisor, School Plant Planning Section, 1020 S. Washington, Lansing 48902, phone Area 517 373-3342 for additional information on how to secure Fire Marshal and Health Department approval.

All teachers must be certificated with a Michigan teaching certificate prior to the starting of operations. The certificate must be valid for the subject matter being taught by the teacher. A photocopy of all certificates or the attached Teacher Information Sheet submitted in lieu of the photocopy must be forwarded to the Michigan Department of Education, attention this office, before the school may open. All teaching certificates must be registered with the Intermediate Superintendent's office. Please advise us in which Intermediate School District the school will be located.

The Compulsory School Attendance Law indicates that the curriculum of the proposed school must be commensurate to that offered by the local public school in the district in which your school will be located. Please provide this office with the name of the school district and name of the Superintendent of the District by 1 August of the academic year in which the school is to begin operation.

The school must operate for a minimum of 900 hours and not less than 180 days. In all public, private, parochial and denominational schools within the state of Michigan, there shall be given regular courses of instruction in the constitution of the United States, in the constitution of the state of Michigan, and in the history and present form of civil government of the United States, the state of Michigan and the political subdivisions and municipalities of the state of Michigan. It is expected that physical education will be provided to the student for at least one grade (year) during the four academic high school years.

Additional items must be covered as required by law, such as harmful use of drugs, tobacco and alcohol; humane treatment and protection of animals and birds; observance of particular days and other items as specifically referred to in the attached material.

Sincerely yours,

David F. Hanson

David F. Hanson
Educational Specialist
Accreditation and Approval

DFH:mh
Attachments

EDUCATIONAL CORPORATIONS

State of Michigan

Extracts From Corporation Code, Act 327, P.A. 1931, as amended, being Sections 450.170 - 450.177, Compiled Laws 1948, being Sections 21.171 - 21.178 of Michigan Statutes Annotated

NOTE--The numbers of the sections in this copy are those of the Michigan Compiled Laws of 1948.

Section 450.170 Educational corporations.

Any number of persons, not less than three, may incorporate for the purpose of conducting a school, academy, seminary, college or other institution of learning where preparatory subjects or the arts, sciences, professions, special occupations and higher learning may be taught. Such corporations are hereinafter called educational corporations. Educational corporations may be organized for profit or by trustee corporations if so provided. Educational corporations organized for profit or as trustee corporations shall also comply with the provisions of this act relating to corporations for profit or trustee corporations, as the case may be. Educational corporations shall be governed by the provisions of this act relating to corporations generally except as specifically otherwise provided and shall be subject to the provisions of Act No. 148 of the Public Acts of 1943, as amended, being sections 395.101 to 395.103 of the Compiled Laws of 1948.

Section 450.171 Same: capital paid in; classification.

For the purposes of this act, educational corporations shall be classified as follows:

(w) Those having a capital of not less than $500,000.00;

(x) Those having a capital of not less than $100,000.00, and less than $500,000.

(y) Those having a capital of $1,000,000.00 or more;

(z) Those instituted and maintained by any ecclesiastical or religious order, society, corporation or corporations, retaining control of such institution for denominational purposes.

Every educational corporation, before being authorized to file its articles, shall be required to present a statement to the Michigan corporation and securities commission in writing from the State Board of Education that (1) the housing space and administration facilities which it possesses or proposes to provide for its declared field or fields of education are adequate, (2) its proposed educational program leading to the diplomas or degrees which it proposes to offer is adequate, (3) its laboratory, library, and other teaching facilities which it possesses or proposes to provide are adequate, (4) it has or proposes to employ an adequate staff, fully trained, for the instruction proposed, and (5) at least 50% of its capital, whether of stock or in gifts, devises, legacies, bequests or other contributions of money or property, has been paid in or reduced to possession.

In determining whether any educational corporation satisfies conditions specified in classes (w), (x), (y) and (z) of this section, the State Board of Education may treat as a credit to the capital of such corporation the guaranteed annual income of that corporation to the extent that it deems such guaranteed income the equivalent of all or any part of the required endowment.

The use of the word college' or university" in the name of any group, organization or association hereafter formed in this state is limited to those educational corporations complying with the requirements for class (w) or class (y) educational corporations or to such educational corporations of class (z) as shall satisfy the requirements set up for class (y) corporations: Provided, however, That the words "junior college" may be used by educational corporations of class (x). Whenever this provision is violated it shall be the duty of the prosecuting attorney, in the county where the organization is located, to bring proceedings to enjoin the further use of such name in violation of this act.

No educational corporation shall be permitted to expand its program beyond that specified in its articles of incorporation until it has presented to the Michigan corporation and securities commission a statement in writing from the State Board of Education approving the facilities, equipment and staff or the proposed facilities, equipment and staff as adequate for the offering of the additional educational program.

Section 450.172 Same· establishment of colleges.

(a) Educational corporations of class (w) as defined in section 171 of this act shall have authority to establish and conduct general colleges for furnishing higher learning and to confer such degrees and honors as shall be approved by the State Board of Education prior to the filing of articles of incorporation· and the term "college" as herein used shall be construed to include any college, university or other institution where the arts, sciences, professions and higher learning are taught and degrees and honors therein conferred. Such colleges may also include preparatory schools as commonly understood·

(b) Educational corporations of class (x), as defined in section 171, shall have authority to establish and conduct junior colleges, seminaries, academies or preparatory schools, as determined and approved by the State Board of Education, but not general colleges or universities as defined in subsection (a) hereof·

(c) Educational corporations of class (z) as defined in said section 171 shall embrace such schools, academies, or colleges as have been heretofore founded under Act 135, Public Acts 1899, known thereunder as "Ursuline academies"· those founded under Act 121, Public Acts 1915, and known thereunder as "ecclesiastical seminaries"· those founded under Act 28, Public Acts 1901, and known thereunder as "Evangelical Lutheran deaf mute institutions"· those founded under Act 135, Public Acts 1867, known as "industrial and charitable schools·

those organized under paragraph (c), subdivision 1, chapter 2, part 4, of Act 84, Public Acts 1921, and such other schools, colleges and institutions of like character and purpose as may be formed under any law of this state for educational purposes shall have all the rights, powers privileges and immunities enjoyed under its act of incorporation and without regard to the classification made in this act, and upon complying with the provisions hereof shall have such additional rights, powers, privileges and immunities as are conferred hereunder according to the classifications prescribed in this act: Provided further, That any corporation heretofore formed under Act 359, Public Acts 1913, and known thereunder as "kindergarten institutions" shall hereafter be classified under class (x) of sections 171 and 172 of this act: Provided further, That any corporation of class (z) hereafter organized under this act may enjoy the privileges provided under classes (w), (x) and (y) of section 171, on condition that it satisfies the requirements set up for corporations of these respective classes.

(d) Educational corporations of class (y) as defined in section 171 shall have authority to establish and conduct colleges or universities of a graduate rank with programs of studies of 5 years or more.

Section 450.173 Same: articles of incorporation, contents; amendment.

The articles of every educational corporation shall clearly set forth the educational system of the institution to be founded and the character of the degrees, honors, diplomas, or certificates which it proposes to grant, and same shall be approved by the State Board of Education prior to the filing of the articles of incorporation. If a college or university, the articles shall state the number and name of the faculties to be established; and if a denominational religious school or college, the name of such denomination and the body supporting or controlling the same. Such articles shall be filed as provided in section 5 of this act. Any such corporation may, by increasing its capital to a higher class and amending its articles, assume the powers and privileges of such higher classification as it may thereby be entitled to as defined in this act.

Section 450.174 Same; acceptance of property.

The directors or trustees of any such educational corporation may accept gifts, devises, legacies or bequests, of personal or real property, or the principal or interest of any money or other fund, in trust for the benefit of such institution or particular faculties, departments or other special purposes thereof; and such trustees or directors shall hold and dispose of such trust funds in accordance with the directions and wishes of any of the donors in each case; and shall account for all such funds and property in such manner and at such times as may be appointed in the instrument, deed or will accompanying the donation or as provided by law or the articles or by-laws of such corporation, made pursuant thereto. Where no other provision is made with respect thereto, the directors or trustees of every such corporation shall be governed as to their duties, powers and responsibilities, by the general provisions of this act respecting such boards and as to their trusteeship of property they shall be governed by the provisions of this act governing trustee corporations.

Section 450.175 Same: powers of board of directors or trustees.

The control of the business and secular affairs of every such educational corporation shall be vested in a board of directors or trustees. Such board shall also have exclusive control over the educational affairs and policy of such institution, and as such may:

First, Appoint, employ and pay the salary of a president, or principal, and such professors, tutors, assistants, and employees, as the board shall determine necessary:

Second, Direct and prescribe the course or courses of study and the rules of discipline for such institution, and enforce the same: and prescribe the tuition and other fees to be paid by students attending such institution.

Third, Grant such diplomas, certificates of graduation, or honors and degrees, as the nature of the institution may warrant, or as contemplated in the articles.

Fourth, Delegate to the president or principal, and the various professors and tutors, such authority over the educational affairs of the institution as the board may deem advisable:

Fifth, Co-operate with other schools, colleges and educational institutions within this country in promoting the best interests of education.

Section 450.176 Same: privileges of holders of diplomas, of certificates.

Every diploma, certificate of graduation, or other evidence of attendance at such institution, shall entitle the lawful recipient thereof to all the privileges and immunities which by custom or usage are allowed to holders of similar diplomas or certificates granted by similar institutions in this country: Provided, That as to any occupation or profession regulated by statute as to the requirements and qualifications necessary to the practice thereof, no such diploma or certificate of graduation shall entitle the recipient to any such privilege or immunity where such statutory requirements or qualifications have not been complied with.

Section 450.177 Same: inspection by State Board of Education; annual report.

Every such educational corporation shall be visited and inspected by the State Board of Education, in person or through visitors or inspectors appointed by them, at least once every 3 years. Said State Board of Education shall at the time of visitation ascertain and publish information upon all matters pertaining to the condition, management, instruction and practices of such corporations, and shall file a copy of their report with the Michigan corporation and securities commission. Upon evidence that the property is at any time less than is required by law, or that any such educational corporation is not otherwise complying with the provisions of this act, they shall serve notice on such corporation to remedy the defects within a reasonable time to be fixed in such notice, and in case the deficiency is not corrected within the time fixed by them, they may institute proceedings at law for the dissolution of such corporation. Such trustees shall be required, on or before the first day of December, annually, to report to the State Board of Education, a statement of the name of each trustee, officer, teacher and the number of students of such institution, with a statement of its property, the amount of stock subscribed, donated and bequeathed, and the amount actually paid in, and such other information as will tend to exhibit its condition and operations.

"Policies and Procedures for the Approval of the Filing of Articles of Incorporation for Corporations Which are to be Organized to Provide Educational Programs for Children of Elementary and Secondary School Age."

On June 20, 1967, the State Board of Education of the State of Michigan adopted the following policies, criteria, and procedures for incorporation of elementary and secondary schools.

INTRODUCTION AND LEGAL BASIS

Since 1931, with the passage and subsequent amendments of Act 327, Public Acts of 1931, the State Board of Education had been approving the filing of articles of incorporation for educational corporations in accordance with the provisions of that said Act. It is recommended by the Superintendent of Public Instruction that the policies contained herein be formally adopted by the State Board of Education and constitute a working procedure for educational corporations, kindergarten through twelfth grade. In the past, recommendations concerning proposed articles of incorporation were developed by the staff of the Board, with reference to some informally agreed-on policies, and the Board acted in terms of these recommendations.

The legal statement of qualifications to be met by educational corporations appears in Section 450.171 of the General School Laws of the State of Michigan.

"Every educational corporation, before being authorized to file its articles, shall be required to present a statement to the Michigan corporation and securities commission in writing from the state board of education that (1) the housing space and administration favilities which it possesses or proposes to provide for its declared field or fields of education are adequate, (2) its proposed educational program leading to the diplomas or

degrees which it proposes to offer is adequate, (3) its laboratory, library, and other teaching facilities which it possesses or proposes to provide are adequate, (4) it has or proposes to employ an adequate staff, fully trained, for the instruction proposed, and (5) at least 50% of its capital, whether of stock or in gifts, devises, legacies, bequests or other contributions of money or property, has been paid in or produced to possession."

The State Board of Education in accordance with the 1963 Constitution has determined that such educational corporations shall encourage enrollment in schools operated by these without discrimination as to religion, creed, race, color, or national origin.

PROPOSED POLICIES AND PROCEDURES

Housing Space, Administration Facilities, Laboratory, Library, and Other Teaching Facilities

Plans and specifications of proposed and existing buildings including laboratory, library, and other teaching facilities are to be submitted for the approval of the State Department of Education. Such buildings, existing or proposed, prior to the approval by the State Department of Education, shall meet the requirements set forth in Section 388.851 of the General School Laws of 1966:

"...All plans and specifications for buildings shall be prepared by, and the construction supervised by, an architect or engineer who is registered in the state of Michigan. Before the construction, reconstruction or remodeling of any school building or addition thereto is commenced, the written approval of the plans and specifications by the superintendent of public instruction or his authorized agent shall be obtained. The superintendent of public instruction or his authorized agent shall not issue such approval until he has secured in writing the approval of the state fire marshal relative to factors concerning fire safety and of the health department having jurisdiction relative to factors affecting water supply, sanitation and food handling."

The Superintendent of Public Instruction shall determine whether or not the facilities, existing or proposed, are adequate to carry out the purposes of the school and he shall make a recommendation to the State Board of Education regarding these.

Educational Program

Act 302, 1921, which is Section 388.551 of the General School Laws, states:

"...It is the intent of this act that the sanitary conditions of such schools (private, denominational and parochial), the courses of study therein, and the qualifications of the teachers thereof shall be of the same standard as provided by the general school laws of the state."

Another law dealing with compulsory education and found in Section 340.732 of the General School Laws states:

"In the following cases, children shall not be required to attend the public schools: (a) Any child who is attending regularly and is being taught in a private, parochial or denominational school which has complied with all the provisions of this act and teaches subjects comparable to those taught in the public schools to children of corresponding age and grade, as determined by the course of study for the public schools of the district within which such private, denominational or parochial school is located:..."

Therefore, the educational program of an incorporated school shall provide a satisfactory educational program as determined by the State Department of Education. In order to assess the existing or proposed educational program, a committee composed of a representative from a district in which the school to be incorporated is located, a representative from the intermediate district in which the proposed school is to be located, and representatives from the Michigan Department of Education shall convene for the purpose of visiting and evaluating the proposed or existing program with respect to courses of study, textbooks, teachers, laboratories, libraries,

and other facilities. Said committee shall make a written report to the Superintendent of Public Instruction concerning the educational program. The Superintendent of Public Instruction shall recommend to the State Board of Education whether or not the existing or proposed educational program should be approved.

Staff

Section 388.553 of the General School Laws of the State of Michigan states:

> No person shall teach or give instruction in any of the regular or elementary grade studies in any private, denominational or parochial school within this state who does not hold a certificate such as would qualify him or her to teach in like grades of the public school of the state:..."

The proposed or existing incorporated school shall employ only teachers meeting the same legal standards as teachers employed by the public schools. In the first year of operation, all such teachers employed must hold a provisional, permanent, or life certificate.

Equivalency to Required Capitalization

In determining whether the proposed corporation meets the requirements in respect to the capital or endowments (stock, gifts, devises, legacies, bequests and other contributions of money or property), the State Department of Education shall treat the anticipated income from student tuition charges and fees and other guaranteed sources as being equivalent to all or part of such required capital. However, at least 50% of the required capitalization must be reduced to possession prior to incorporation.

The amount of annual income from tuition charges, fees and other guaranteed sources shall be considered in determining the equivalency of the required capital. Such equivalency shall be determined by calculating the amount of money which would return at going rates, if invested conservatively in reputable large business and industrial enterprises, the said amount of net annual income."

Outline of a Report to the State Board of Education
of a
Proposed Educational Corporation

The following outline includes a list of areas which should be thoroughly described in a report to the State Board of Education as a part of the requirements set forth by it in fulfillment of the provisions of Section 450.171 of the Michigan Compiled Laws of 1948. This outline should be submitted in 10 copies.

I. Housing Space and Administration Facilities (Existing and Proposed)
   A. Size and character of available and proposed buildings.
   B. Planned uses in terms of instructional and administrative programs.
   C. Assessment of acceptability toward requirements of state fire and health authorities (all buildings for school purposes, public and private, remodeled or reconstructed in the state of Michigan must meet the requirements set forth in Section 388.851 of the Compiled Laws of 1948).

II. Proposed Educational Programs
   A. Basic purposes of proposed institution (describe fully).
   B. Major curricula leading to the proposed educational objectives
      1. Diploma and/or certificate programs (courses, etc);
      2. degree programs (courses, etc.),
      3. other programs (include correspondence course offerings if to be provided).
   C. Conditions for accepting students (admission policies in proposed college and student acceptance policy in other types of proposed educational institutions)
      1. Beginning students
      2. Transfer students
   D. Student Personnel Service
      1. Scope of student counseling service;
      2. health services.
   E. Instructional Organization
      1. Teacher assignments including number of students per teacher and hours of instruction per week in lecture, shop, laboratory or demonstration, including typical daily and/or academic year schedule showing staff assignment
   F. Administrative Organization
      1. Supervisory policies
      2. Reporting policies

III. Laboratories, Libraries and other Teaching Facilities
   A. Size and nature of proposed laboratories -- initial and projected.
   B. Size and nature of proposed libraries -- initial and projected.

IV. Staff
   A. Qualifications of staff to carry out proposed assignments (degrees earned, major and minor fields of preparation, teaching experience, and other qualifications).
   B. Planned use for full time and part-time assignments.
   C. Salary, tenure, and conditions of appointment or selection.
   D. Nursery, elementary and secondary schools should submit photocopies for all teachers currently employed or contemplated to be employed and indicate grade level of assignment.

V. Proposed Financing (See attached form; complete and return with this outline)

Special Note

This report should be accompanied by appropriate exhibits such as the following as a means of providing a comprehensive representation of the total proposed institution:
1. Admission, enrollment, and student contractural blanks (relating to pupils enrolled)
2. By-laws and regulations of governing board
3. Catalogs, brochures, bulletins, and publicity materials
4. Class schedules (if any)
5. Student or parent handbooks (if any)
6. Other descriptive materials

STATE BOARD OF EDUCATION
LANSING, MICHIGAN

Financial report of_____
as of (date)_____located at_____
Address of Administrative Office_____

ASSETS

Real Property (*building and sites) $_____

_____
_____
_____
_____

Personal Property $_____

_____
_____
_____
_____

Annual (estimated) Tuition Income $_____

Average number of students per term, semester, or year_____
Tuition rates_____
_____

Amount of Endowment $_____

Anticipated amount of annuity earnings $_____
Endowment fund principal (include funds temporarily functioning as endowments) $_____
Private Gifts and Grants (Churches and other religious bodies) $_____
Miscellaneous income $_____

BUDGET FOR THE FISCAL YEAR_____

Proposed Expenditures for
Administration and general expense $_____

_____
_____
_____
_____

Resident Instruction (college, schools, and departments) $_____

_____
_____
_____
_____

*Use present values

Libraries $_____

Plant (Operation, maintenance and equipment) $_____
- New Buildings $_____
- Additions to existing buildings $_____
- Improvements other than building $_____
- New equipment $_____

Auxiliary enterprises and activities
- Residence and dining halls $_____
- Other auxiliary enterprises $_____

Report made by_____
NAME TITLE

Date of this report_____
INSTITUTION

AFFIDAVIT

State of Michigan
SS
County of_____

_____ _____, being duly sworn, deposed
and (Authorized representative of the Institution)
and says that he is the_____of_____
(TITLE) (INSTITUTION)
for which the foregoing report is made that the statements therein he believes to be true according to his best information and belief and that an exact copy of this report has been filed with the permanent record of the institution.

Subscribed and sworn to before me this_____day of_____, 196_.

_____, Notary Public. My commission expires_____

BASIC INFORMATION

FIRE AND HEALTH APPROVAL OF FACILITIES - ELEMENTARY/SECONDARY

New school construction, both public and nonpublic, are subject to Act 207, P.A. of 1937, as amended. Plans must be submitted for approval to the Department of Education, the office of the State Fire Marshal, and to the office of the health department having jurisdiction. Standards for such construction are outlined in Bulletin 412 published by the Department of Education.

Abandoned public and nonpublic school buildings on which there are no outstanding orders by either the office of the State Fire Marshal or by the office of the health department having jurisdiction may be used for compatible educational occupancy without formal approval.

Non-school facilities may be approved for instructional use on a temporary (one year only) or permanent occupancy basis if so approved by the office of the State Fire Marshal and by the health department having jurisdiction. Requests for such inspections should be made to the Department of Education (Dr. Lloyd Fales, Supervisor, School Plant Planning Program, 1020 S. Washington, Lansing 48902), who in turn will ask that such inspections be made by the concerned agencies.

IMPORTANT Before initial requests are sent, a screening process by potential users of proposed facilities should be made. No building will be approved on a permanent basis if any of the following are present.

1. Combustible construction of more than one story (a basement is considered a story).
2. A heating plant under any portion of the building.
3. No protected egress corridor direct to the building exterior unless exterior exits are provided from each room.
4. Room finish no more hazardous than Class C in classrooms and Class A in required corridors and places of public assembly.
5. Adequate sanitary facilities and potable water supply.

In some instances no approval on even a temporary basis may be made if the above are present. Additional requirements that may be made as approval contingencies include:

1. Adequate ventilation and heating.
2. Outward swing for all recuired exit doors and the installation of proper hardware.
3. Installation of an approved fire alarm system.
4. Segregation of all hazardous areas.

VE-4044
11/71

Michigan Department of Education
Vocational Education and Career Development Services
REGULATORY PROGRAMS
Box 928 Lansing, Michigan 48904

TEACHER INFORMATION SHEET FOR K-12 NONPUBLIC SCHOOLS

EDUCATIONAL AGENCY	Name of Proposed School	District Code No.	Telephone – Area Code/Local No.
	Address	City	Zip Code

MAILING INSTRUCTIONS: School returns ONE copy for each prospective teacher to the STATE address indicated above.

NOTE: Section 388.553 of the Complied Laws of 1948 (School code of 1955) states:

"NO PERSON SHALL TEACH OR GIVE INSTRUCTION IN ANY OF THE REGULAR OR ELEMENTARY GRADE STUDIES IN ANY PRIVATE, DENOMINATIONAL OR PAROCHIAL SCHOOL WITHIN THIS STATE WHO DOES NOT HOLD A CERTIFICATE SUCH AS WOULD QUALIFY HIM OR HER TO TEACH IN LIKE GRADES OF THE PUBLIC SCHOOLS OF THE STATE."

I. IDENTIFICATION OF PROSPECTIVE TEACHER

GENERAL

Social Security Number	Name: (LAST)	(FIRST)	(MIDDLE OR MAIDEN)
Address: (STREET)	(CITY)		(ZIP CODE)

EDUCATION

College(s) Attended:	Dates FROM	Dates TO

Degrees Earned and Dates

☐ NONE ☐ B.S. _____ ☐ M.S. _____ ☐ SPECIALIST _____
☐ B.A. _____ ☐ M.A. _____ ☐ PH.D. _____

TYPE OF MICHIGAN CERTIFICATE

Type Held	Date Issued	Number	Major(s)	Minor(s)

IF NOT CERTIFICATED IN MICHIGAN AND CERTIFICATED IN ANOTHER STATE, GIVE:

State	Type of Certificate	Date Issued	Expiration Date

LAST TEACHING ASSIGNMENT

A. Name of School System	Year Began	Year Ending	Months Taught	Name and address of Superintendent

B. Under what name did you teach at the above school system?

WHAT GRADE LEVEL DO YOU EXPECT TO TEACH AT THE PROPOSED SCHOOL? _____

II. ASSURANCE:

I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Employer _____ (Signature)

EXCERPTS
FROM
MICHIGAN LAWS
PERTAINING TO THE
COURSE OF STUDY
IN
MICHIGAN SCHOOLS

Compiled by
Department of Public Instruction
May, 1960

English language

Sec. 360. All instruction from the first to the eighth grade, inclusive, of those subjects required for an eighth grade diploma, in all the schools of this state, public, private, parochial, or in connection with any state institution, shall be conducted in the English language; but this provision shall not be construed as applying to the high school course of any school district of this state maintaining a legal high school as defined in chapter 16 of part 2 of this act, nor to the high school course of any institution or corporation which maintains the same grades in its high school as are maintained in the legal high schools of this state; nor shall this provision be construed as prohibiting religious instruction in private or parochial schools given in any language in addition to the regular courses of study.

Constitutions

Sec. 361. In all public, private, parochial and denominational schools within the state of Michigan, there shall be given regular courses of instruction in the constitution of the United States, in the constitution of the state of Michigan, and in the history and present form of civil government of the United States, the state of Michigan, and the political subdivisions and municipalities of the state of Michigan.

Sec. 362. Such instruction in the constitution of the United States, the constitution of the state of Michigan, and in civil government, shall begin not later than the opening of the eighth grade, except in schools maintaining a junior high school, in which case it may begin in the ninth grade and continue in the high school course to an extent to be determined by the superintendent of public instruction.

Communicable diseases

Sec. 363. There shall be taught in every public school within this state the principal means by which each of the dangerous communicable diseases are spread and the best methods for the restriction and prevention of each such disease. Such instruction shall be given by the aid of textbooks on physiology supplemented by oral and blackboard instruction. No textbook on physiology shall be adopted for use in the public schools of this state unless it shall give at least 1/8 of its space to the causes and prevention of dangerous communicable diseases and the requirements for maintaining good health.

Physiology and hygiene

Sec. 364. In addition to the branches in which instruction is now required by law to be given in the public schools of the state, instruction shall be given in physiology and hygiene, with a special reference to the nature of alcohol and narcotics and their effect upon the human system. Such instruction shall be given by the aid of textbooks in the case of pupils who are able to read, and as thoroughly as in other studies pursued in the same school.

Humane treatment of animals, birds

Sec. 365. In every public school within this state, a portion of the time shall be devoted to teaching the pupils thereof kindness and justice to, and humane treatment and protection of, animals and birds, and the important part they fulfill in the economy of nature. It shall be optional with each teacher whether such teaching shall be through reading, stories, narrative of daily incidents or illustrations taken from personal experience. This instruction shall be a part of the curriculum of study in all the public schools of the state of Michigan.

Health and physical education

Sec. 781. There shall be established and provided in all public schools of this state, and in all state normal schools, health and physical education for pupils of both sexes, and every pupil attending such schools of this state so far as he or she is physically fit and capable of doing so shall take the course in physical education as herein provided.

Sec. 782. It shall be the duty of boards in all school districts having a population of more than 3000 to engage competent instructors of physical education and to provide the necessary place and equipment for instruction and training in health and physical education; and other boards may make such provision: Provided, that nothing in this chapter shall be construed or operate to authorize compulsory physical examination or compulsory medical treatment of school children. The board of any school district may provide for the teaching of health and physical education and kindred subjects in the public schools of the said districts by qualified instructors in the field of physical education: Provided, that any program of instruction in sex hygiene be supervised by a registered physician, a registered nurse, or a person holding a teacher's certificate qualifying such person as supervisor in this field: Provided, however, that it is not the intention or purpose of this act to give the right of instruction in birth control and it is hereby expressly prohibited to any person to offer or give any instruction in said subject of birth control or offer any advise or information with respect to said subject: Provided further, that any child upon the written request of parent or guardian shall be excused from attending classes in which the subject of sex hygiene or the symptoms of disease is under discussion, and no penalties as to credits or graduation shall result therefrom.

Civics (Act No. 205, Public Acts of 1931, as amended)

Sec. 1. In all Michigan high schools offering 12 grades of work, a 1 semester course of study of 5 recitation periods per week or equivalent thereof shall be given in civics, said course covering the form and functions of our federal and state governments and of county, city, township and village governments. Throughout the course the rights and responsibilities of citizens shall be stressed. No diploma shall be issued by any high school to any student unless such student shall have successfully completed said course: Provided, that such civics course shall not be a graduation requirement for any high school student who has enlisted or been inducted into military service.

Fire Drills (Act 207, Public Acts of 1941, as amended (Fire Prevention Act)

Sec. 19. It shall be the duty of the commissioner to require the superintendent, principal and teacher in all grades of public and private schools, and school housing dormitories to have a fire drill each month and to keep all doors and exits unlocked during school hours, and when the school is open to the public, and it shall be the duty of each teacher to comply with these requirements and to keep a record of such drills. A minimum of 10 drills is required for each school year. However, if weather conditions will not permit fire drills to be held at least once a month, then at least 6 fire drills shall be held in the fall of each year and 4 fire drills shall be held during the remaining part of the school year: Provided, that the commissioner or any officer serving under him, the chief of the fire department or any fireman in uniform acting under orders and directions of the fire chief, shall have the right to cause fire drills to be held in schoolhouses, school housing dormitories and such other public buildings as the commisioner shall deem advisable. Upon request, the commissioner shall furnish to any school, school housing dormitories, or other public building where fire drills are required, recommendations concerning the proper methods of conducting fire drills. The commissioner may order the installation of such other protective apparatus or equipment as shall conform to recognized and approved modern practices.

Driver Education Act No. 1, P.A. 1st Ex. Sess. 1955, as amended by Act 235, P.A. 1957 - amendment to Sec. 811, Motor Vehicle Act.)

Sec. 811 (c) From the moneys credited to the driver education and training fund, the sum of $30,000.00 shall be apportioned annually to the state superintendent of public instruction for state administration of the program. The remainder of the fund shall be distributed to local public school districts on the basis of $25.00 per qualified enrollment in driver education training courses conducted for children enrolled in the high school grades of public, parochial or private schools: Provided, that if the amount available in the driver education and training fund is insufficient to allow the maximum payment then payment to local public school districts shall be prorated on the basis of total membership in all driver education training classes conducted in the state. Such courses must be conducted by the local public school district, but enrollment shall be open to high school students who are enrolled in private or parochial schools in the public school district. Reimbursement to local school districts shall be made on the basis of an application made by the local school district superintendent to the state superintendent of public instruction.

(d) Driver education and training courses, as used for the purposes of this act, shall include classroom instruction plus behind the wheel instruction and observation in an automobile, and shall be under the supervision of a qualified teacher.

(e) The superintendent of public instruction is hereby authorized to determine rules and regulations, including instructional standards, teacher qualifications, reimbursement procedures, and other requirements which will further implement this legislation.

(f) Notwithstanding the provisions of sections 301, 303, 306, and 308, after the first day of February, 1957, no operator's license shall be issued to any person under 18 years of age unless such person shall have successfully passed a driver education course and examination given by the public schools or by some agency offering a course recognized by the department of public instruction as equivalent thereto.***

COMPULSORY EDUCATION.

340.731 Compulsory attendance at school. (M.S.A. 15.3731)

Sec.731. (a) Except as provided in section 732 and subject to the provisions of subsection (b), every parent, guardian or other person in this state, having control and charge of any child between the ages of 6 and 16 years, shall send such child, equipped with the proper textbooks necessary to pursue his school work, to the public schools during the entire school year, and such attendance shall be continuous and consecutive for the school year fixed by the district in which such child is enrolled. In school districts which maintain school during the entire year and in which the school year is divided into quarters, no child shall be compelled to attend the public schools more than 3 quarters in any one year; but a child shall not be absent for any 2 consecutive quarters.

(b) A child becoming 6 years of age before December 1 shall be enrolled on the first school day of the school year in which his sixth birthday occurs. A child becoming 6 years of age on or after December 1 shall be enrolled on the first school day of the school year following the school year in which his sixth birthday occurs.

HISTORY: Am. 1962, p. 128, Act 134, Eff. Mar. 28, 1963.

340.732 Children not required to attend public school. (M.S.A. 15.3732)

Sec. 732. In the following cases, children shall not be required to attend the public schools:

Private, parochial, or denominational school.

(a) Any child who is attending regularly and is being taught in a private, parochial or denominational school which has complied with all the provisions of this act and teaches subjects comparable to those taught in the public schools to children of corresponding age and grade, as determined by the course of study for the public schools of the district within which such private, denominational or parochial school is located;

Page or messenger in legislature.

(b) Any child who is regularly employed as a page or messenger in either branch of the legislature during the period of such employment;

Physical incapacity.

(c) Any child who is physically unable to attend school. If the attendance officer is notified of the nonattendance of any child at school and he shall find the one in parental control claiming that such child is physically unable to attend school, he may require the said person in parental control of said child to secure a written statement of a competent physician, certifying that such child is physically unable to attend school;

Mentally handicapped emotionally disturbed, or unadjustable children.

(d) Any child whose parent or legal guardian claims that the said child under his jurisdiction is unable to pursue the school work offered by the school district in which he maintains his legal residence because of mental or emotional conditions may be released from school attendance by the county superintendent or superintendent of schools in districts for which the county attendance officer acts, or the superintendent of schools in all other districts: Provided, That such county superintendent or superintendent of schools has obtained a written statement from a psychiatrist or a child center or clinic or other appropriate agency approved by the superintendent of public instruction that the child is incapable of benefiting from public school attendance: Provided further, That a child shall be excused from attending school if such child is determined to be unadjustable under the provisions of Act No. 157 of the Public Acts of 1947, being sections 409.1 to 409.30, inclusive, of the Compiled Laws of 1948;

Children under 9, distance from school; exceptions.

(e) Children under 9 years of age whose parents do not reside within $2\frac{1}{2}$ miles, by the nearest traveled road, of some public school; Provided, That if transportation is furnished for pupils in said district, this exemption shall not apply;

Confirmation classes, attendance.

(f) Any child 12 to 14 years of age while in attendance at confirmation classes conducted for a period of not to exceed 5 months in either of said years; and

Religious instruction classes off public school property.

(g) Any child who is regularly enrolled in the public schools while in attendance at religious instruction classes for not more than two class hours per week, off public school property during public school hours upon written request of the parent, guardian or person in loco parentis in accordance with rules and regulations prescribed by the superintendent of public instruction.

HISTORY: Am. 1964, p. 454, Act 270, Eff. Aug. 28.

340.733 County attendance officer; oath, bond, powers, duties, district attendance officers. (M.S.A. 15.3733)

Sec. 733. The county superintendent of schools in each county shall select a person, or more than one if authorized by the county board of education, of good moral character to act as attendance officer or officers for the county. The person or persons so selected shall file with the county clerk an acceptance and oath of office and a bond in the sum of $1,000.00, with 2 sufficient sureties to be approved by the county clerk. The person or persons so selected shall be known as the county attendance officer or officers, and shall have all the powers of a deputy sheriff, and shall perform the duties of attendance officers in all school districts of the county when directed to do so by the county superintendent of schools, except as hereinafter provided. In school districts having a population of over 3,000, the board shall have authority to appoint 1 or more attendance officers and fix the compensation of the same, said compensation to be paid by the district: Provided, That if in any school district the board does not appoint an attendance officer, the county attendance officers shall act in such district.

370.734 District attendance officers, bonds, powers. (M.S.A. 15.3734)
Sec. 734. The attendance officers appointed by any board shall give bonds to the board in the sum of $500.00, said bonds to be approved by the board and filed with said board, and such officers shall have, within their jurisdiction and while in the performance of the duties of attendance officer, the powers of the deputy sheriff.

370.735 Compensation of attendance officers. (M.S.A. 15.3735)
Sec. 735. The compensation of the county attendance officer shall be determined by the county board of education, and actual expenses and all bills for such service shall be certified by the county superintendent of schools. When the board appoints an attendance officer, said board shall fix the compensation for such attendance officer and pay such officer from the general fund. The compensation and actual expenses of the county attendance officer shall be allowed and paid in the same manner as the compensation of other county officers is allowed and paid by the county.

340.736 Attendance data and report; primary district. (M.S.A. 15.3736)
Sec. 736. It shall be the duty of the secretary of the board in primary districts to provide the teacher, at the commencement of school, with a copy of the last school census, together with the names and addresses of the persons in parental relation, also the address of the county superintendent of schools. The teacher shall, at the opening of school and at such other times as may be necessary, compare such census list with the enrollment of the school and report to the county superintendent of schools the names of the parents or other persons in parental relation whose children of the ages hereinbefore mentioned are not in regular attendance at school; also the names of parents or other persons in parental relation who have children of school age not included in such census and who do not attend school.

340.737 Same; districts other than primary. (M.S.A. 15.3737)
Sec. 737. In all districts except primary districts, the secretary of the board shall, at the commencement of school, furnish a copy of the last school census to the superintendent of schools, or the teacher or teachers if no superintendent is employed, in such districts, together with the name and address of the attendance officer under whose jurisdiction they act, and it shall be the duty of said superintendent, teacher or teachers, at the opening of school, to compare said census list with the enrollment of the school or schools, and from time to time as it may be necessary report to the proper attendance officer the names and addresses of any parents or other persons in parental relation whose children of the ages hereinbefore mentioned are not in regular attendance at the public schools, also names of parents or others in parental relation whose children are not in the school and whose names are not included in such census.

340.738 Same; private, denominational or parochial school.
(M.S.A. 15.3738)

Sec. 738. It shall be the duty of the principal, or any other person or persons in charge of every private, denominational or parochial school, at the opening of such schools and at such other time as the superintendent or county superintendent of schools hereinafter mentioned shall direct, to furnish to the superintendent of schools of the district in which such private, denominational or parochial school is situated or to the county school superintendent or superintendent of schools, the name, age, and grade of every child who has enrolled at such schools and the number or name of the district and the city or township and county where the parent, guardian or persons in parental relation resides and the name and address of the parent, guardian or other person in parental relation of every such child; and also the name, age and grade of every child who has enrolled in such schools and who is not in regular attendance thereat, together with the number or name of the district and the city or township and county where the parent, guardian or person in parental relation resides and the name and address of the parent, guardian or other person in parental relation to every such child.

340.739 Nonattendance; investigation by attendance officer.
(M.S.A. 15.3739)

Sec. 739. It shall be the duty of the attendance officer of the district, whenever notified by the teacher, superintendent or other persons of violations of this act, and the county attendance officer, when notified by the county superintendent of schools to investigate all cases of nonattendance at school, and if the children complained of are not exempt from the provisions of this chapter under the conditions named in section 732, then he shall immediately proceed as provided hereinafter in this chapter.

Notice to parent as to nonattendance, failing work, behavior problem.

When a child has been repeatedly absent from school without valid excuse, or is failing in school work or gives evidence of behavior problems, and after attempts to confer with the parent or other person in parental relationship to such child have failed the superintendent of schools, or the county superintendent of schools in a district which does not employ a superintendent, may request the attendance officer to notify such parent or other person in parental relationship by registered mail to come to the school or to a place designated by him at a time specified to discuss the child's absence or failing work or behavior problems with the proper school authorities.

Nonattendance of nonresident pupil

The superintendent, or the teacher in a district which does not employ a superintendent, shall provide information concerning the nonattendance of any nonresident pupil to the county superintendent of schools of the county in which such nonresident pupil resides.

It shall be the duty of the county attendance officer, when notified by the county superintendent or superintendent of schools, to investigate and proceed in all cases of nonattendance of nonresident pupils in the same manner as is hereinafter provided in this chapter for enforcing attendance of pupils attending schools in districts in which they reside.

340.740 Violation of act by parents; penalty. (M.S.A. 15.3740)
Sec. 740. In case any person, parent or other person in parental relation shall fail to comply with the provisions of this act, he shall be deemed guilty of a misdemeanor, and shall on conviction thereof be punished by a fine of not less than $5.00 nor more than $50.00, or imprisonment in the county or city jail for not less than 2 nor more than 90 days, or by both such fine and imprisonment in the discretion of the court.

340.741 List of teachers and superintendents in districts not employing attendance officers. (M.S.A. 15.3741)
Sec. 741. It shall be the duty of the county superintendent of schools to furnish the attendance officer of the county, at the opening of the schools, with a list of the teachers and superintendents employed in his county in school districts other than those employing an attendance officer as provided in the preceding sections of this chapter.

340.742 Failure to send child to school; notice to parent and teacher; notice of teacher to attendance officer. (M.S.A. 15.3742)
Sec. 742. In case any parent or other person in parental relation shall fail to send the child or children under his or her control to the public school or other school as herein provided, the attendance officer, upon having notice from proper authority of such fact, shall give formal written notice in person or by registered mail to the parent or other person in parental relation that the child or children under his or her control shall present himself or themselves at the public school, or other school, as hereinbefore provided, on the next regular school day following the receipt of such notice, and that said child or children shall continue in regular and consecutive attendance in school. The attendance officer shall at the same time the said formal notice is given to the parent or person in parental relation, notify the teacher or county school superintendent or superintendent of schools of the fact of notice, and it shall be the duty of the teacher or superintendent or county superintendent to notify the attendance officer of the failure on the part of the parent or other person in parental relation to comply with said notice.

340.743 Same; complaint against parent, punishment. (M.S.A. 15.3743)
Sec. 743. It shall be the duty of the attendance officer, after having given the formal notice described in section 742 hereof, to determine whether the parent or other person in parental relation has complied with the notice, and in case of failure to so comply he shall make a complaint against said parent or other person in parental relation having the legal charge and control of such

child or children before any justice of the peace in the county where such party resides for such refusal or neglect to send such child or children to school; and said justice of the peace shall issue a warrant upon said complaint and shall proceed to hear and determine the same in the same manner as is provided by statute for other cases under his jurisdiction, and in case of conviction of any parent or other person in parental relation for violation of this act, said parent or other person in parental relation shall be punished according to the provisions of section 740 of this act: Provided, That in cities having a municipal or recorder's court and justice of the peace, the attendance officer shall make the aforesaid complaint before the magistrate of said municipal or recorder's court or before a justice of the peace, and said magistrate or justice shall issue a warrant and proceed to hear and determine the case in the same manner as is provided in the statute for other cases under his jurisdiction.

340.744 School personnel, assistance to attendance officer. (M.S.A. 15.3744)

Sec. 744. It shall be the duty of all school officers, superintendent or teachers of other persons to render such assistance and furnish such information as they may have at their command to aid such attendance officer in the performance of his official duty.

340.745 Ungraded schools; establishment. (M.S.A. 15.3745)

Sec. 745. The board of any district except primary districts may establish 1 or more ungraded schools for the instruction of certain children as defined and set forth in the following section. They may, through the attendance officer and superintendents of schools, require such children to attend said ungraded schools or any department of their graded schools as said board of education may direct.

PRIVATE, DENOMINATIONAL AND PAROCHIAL SCHOOLS
Act 302, 1921, p. 560; Eff. Aug. 18.

AN ACT to provide for the supervision of private, denominational and parochial schools; to provide the manner of securing funds in payment of the expense of such supervision; to provide the qualifications of the teachers in such schools; and to provide for the endorsement of the provisions hereof.

The People of the State of Michigan enact:

388.551 Private, denominational and parochial schools; supervision: assistants; intent of act. (M.S.A. 15.1921)

Sec. 1. The superintendent of public instruction is hereby given supervision of all the private, denominational and parochial schools of this state in such matters and manner as is hereinafter provided. He shall employ such assistants and employes as may be necessary to comply with the provisions hereof and fix the compensation thereof: the number of assistants and employes and the compensation payable thereto being subject to the approval of the state administrative board. Such salaries and expenses shall be paid by the treasurer of the state of Michigan upon the warrant of the auditor general from the fund as herein designated, at such time and in such manner as other state officers and employes are paid. The superintendent of public instruction shall have the authority to remove any appointee under this act at any time that he may deem such removal advisable. It is the intent of this act that the sanitary conditions of such schools, the courses of study therein, and the qualifications of the teachers thereof shall be of the same standard as provided by the general school laws of the state.

HISTORY: CL 1929, 8151.

388.552 Same; definition. (M.S.A. 15.1922)

Sec. 2. A private, denominational or parochial school within the meaning of this act shall be any school other than a public school giving instruction to children below the age of 16 years, in the first 8 grades as provided for the public schools of the state, such school not being under the exclusive supervision and control of the officials having charge of the public schools of the state.

HISTORY: CL 1929, 8152.

388.553 Same; teachers, qualifications, examination. (M.S.A. 15.1923)

Sec. 3. No person shall teach or give instruction in any of the regular or elementary grade studies in any private, denominational or parochial school within this state who does not hold a certificate such as would qualify him or her to teach in like grades of the public schools of the state: Provided, however, That any person who shall have taught in any elementary school or schools of the

standard specified in this act for a period of 10 years or more preceding the passage of this act, shall, upon filing proof of service with the superintendent of public instruction, be entitled to a certificate by said superintendent of public instruction in such form as he shall prescribe, to teach in any of the said schools within the state: Provided further, That teaching in such schools shall be equivalent to teaching in the public schools for all purposes in obtaining a certificate: Provided further, That the teachers affected by this act may take any examination as now provided by law and that the superintendent of public instruction may direct such other examinations at such time and place as he may see fit. In all such examinations 2 sets of questions shall be prepared in subjects ordinarily written on Saturday, 1 of which sets shall be available for use on Wednesday by applicants who observe Saturday as their Sabbath: Provided further, That any certificate issued under or by virtue of this act shall be valid in any county in this state for the purpose of teaching in the schools operated under this act: Provided further, That any person holding a certificate issued by the authorities of any recognized or accredited normal school, college or university of this or other state shall be entitled to certification as now provided by law: Provided, however, That teachers employed in such private, denominational or parochial schools when this act takes effect shall have until September first, 1925, to obtain a legal certificate as herein provided.

HISTORY: CL 1929, 8153.

338.554 Violation of act; hearing, closing of school, compulsory attendance. (M.S.A. 15.1924)

Sec. 4. In event of any violation of this act the superintendent of public instruction shall serve the person, persons, corporation, association or other agencies who operate maintain and conduct a private, denominational or parochial school within the meaning of this act with a notice, time and place of hearing, such hearing to take place within 15 days after the date of said notice and at a place located in or conveniently near the county where such violation took place, accompanied by a copy of the complaint stating the substance of said violation: Provided, That no person shall be called to attend any such hearing on any day observed by him as the Sabbath. If at such hearing the superintendent of public instruction shall find that the violation complained of has been established he shall then serve said person, persons, corporation, association or other agencies with an order to comply with the requirements of this act found to have been violated within a reasonable time not to exceed 60 days from the date of such order: Provided, That in the event that such order refers to sanitary conditions that the said person, persons, corporation, association or other agencies shall have 6 months in which to remedy the defect. If the order of the superintendent of public instruction as specified in said notice shall not have been obeyed within the time specified herein said superintendent of public instruction may

close said school and prohibit the said person, persons, corporation, association or other agencies operating or maintaining such private, denominational or parochial school from maintaining said school or from exercising any of the functions hereunder until said order of the superintendent of public instruction has been complied with. The children attending a private, denominational or parochial school refusing to comply with the requirements hereof after proceedings herein set forth shall be compelled to attend the public schools or approved private, denominational or parochial school under the provisions of the compulsory education act, the same being Act No. 200 of the Public Acts of 1905, as amended. And it shall be the duty of the person or persons having charge of the enforcement of the said compulsory education act, upon notice from the superintendent of public instruction that said private, denominational or parochial school has not complied with the provisions hereof, to compel the attendance of the children of said school or schools at the public schools or approved private, denominational or parochial school.

HISTORY: CL 1929, 8154.

388.555 School investigation and examination; failure to permit, cause for suspension (M.S.A. 15.1925)

Sec. 5. The superintendent of public instruction by himself, his assistants, or any duly authorized agent, shall have authority at any time to investigate and examine into the conditions of any school operating under this act as to the matters hereinbefore set forth and it shall be the duty of such school to admit such superintendent, his assistants or authorized agents and to submit for examination its sanitary condition, the records of enrollment of pupils, its courses of studies as set forth in section 1 of this act and the qualifications of its teachers. Any refusal to comply with provisions herein on the part of such school or teacher shall be considered sufficient cause to suspend the operation of said school after proceedings taken as stated in section 4 of this act.

HISTORY: CL 1929, 8155.

Sec. 6. (This was an appropriation and tax clause section.)

HISTORY: CL 1929, 8156;--Rep. 1945, p. 412, Act 267, Imd. Eff. May 25.

APPENDIX E

AGENCY LETTERS

This section contains copies of seven letters mailed to various state and local agencies and copies of the replies received.

August 25, 1972

Oakland County Health Department
1200 North Telegraph Road
Pontiac, Michigan

Gentlemen:

A group of parents and teachers, of which I am one, are in the process of exploring the possibilities for establishing a private school. This school will be registered with The State Department of Education, in compliance with The Education Code.

Can you advise us of the requirements of your agency regarding the operation and maintenance of a private school serving children between the ages of six and sixteen?

At present we have no building, but will be interested in whatever advice you cna give us in this regard.

We thank you for your interest and cooperation.

Yours truly,

Mrs. Joann S. Morris

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OAKLAND COUNTY DEPARTMENT OF HEALTH

Bernard D. Berman M.D., M.P.H., Director
Frank L. Morton M.D., M.P.H., Deputy Director
William F. Fidler M.D., Tuberculosis Coordinator

1200 North Telegraph Road
Pontiac, Michigan 48053
Telephone 332-9255

September 11, 1972

Mrs. Joann Morris
8760 Troy Street
Oak Park, Michigan 48237

Re: Requested information
Private school

Dear Mrs. Morris:

Your letter of August 25, 1972 addressed to the Central Office of the Oakland County Health Department has been referred to the Southfield office for a reply.

Our educational facilities in Michigan are regulated by the Michigan Department of Education as directed by Act #306, Public Acts 1937, as amended.

The environmental health aspects of any school building is based on Bulletin 412 January, 1970, of the Michigan Department of Education. The Environmental Health Division of the local Health Department is concerned with the environmental aspects of school plans as it relates to public health. In this regard, the following factors are checked for conformity with M.D.E. regulations:

I. SITE:

A. The school site is to be large enough to accomodate outside recreational activities and parking.
B. If traffic presents a potential hazard, recreational areas are to be fenced.
C. The site should be equipped with municipal sanitary sewers and municipal water supply. If municipal facilities are not available, the on-site sewage disposal system must conform to Article 3 of the Oakland County Health Department's Sanitary Code and the on-site water supply must conform to regulations for public water supplies as required by the Administrative Code of the Michigan Department of Public Health.
D. The school site is to be graded and well-drained.

II. BUILDING:

A. The building will have to be approved by the State Fire Marshall for conformity to fire safety requirements.
B. The classrooms have to be of adequate size to comfortably accomodate the students.
C. The plumbing facilities must meet the local plumbing code.
D. The lighting in the classrooms shall be controlled to produce adequate brightness and windows facing East, South or West should be equipped with transparent shades to control natural light.
E. The acoustics of the building should be such that sound is not transmitted from the exterior of the building to the interior of the building to a disturbing degree.

F. Proper temperature in the classroom is necessary for the physical and mental well-being of the students. The range in temperature in any portion of the classroom, should not be greater than 4°. The recommended temperature for classroom occupancy is 68° to 70° F.

G. Ventilation: Proper ventilation is required in the classrooms. Some fresh air is vitally necessary for physical health.

H. Toilet facilities, including lavatory facilities and drinking fountains have to be installed for the students. There are to be separate toilet facilities for each sex. The water closets shall be of vitrified china, flush rim, elongated or extended lip bowl, with open front seats without cover.

The urinals shall be of vitreous china, individual stall type, flushed automatically with hand-operated flush valve with uniformly distributed spray.

The lavatory shall be of vitreous china, enameled iron, stainless steel, or other equally durable and sanitary material, supplied with hot and cold, or tempered water. Lavatories equipped with stoppers and with separate faucets for hot and cold water are not satisfactory for school use. Mixing faucets or spray heads with tempered supply are generally most satisfactory. The lavatories are to be equipped with individual towels and soap.

If a hot lunch program, in which the lunches are prepared at the school site, is to be in effect, the kitchen facilities will have to conform to the Oakland County Department of Health's Rules and Regulations pertaining to food service establishments and to Act 269 of P.A. of 1968, State Statute. If a school lunch program is contemplated, it is recommended that you contact this department as to construction requirements and operation.

Should you have any questions pertaining to this matter, please contact this department at your earliest convenience.

Yours very truly,

OAKLAND COUNTY DEPARTMENT OF HEALTH

Edward P. O'Rourke, R.S.
Associate Director, Environmental Health Division

EPO'R/e

August 25, 1972

Wayne County Health Department
Eloise, Michigan 48132

Gentlemen:

A group of parents and teachers, of which I am one, are in the process of exploring the possibilities for establishing a private school. This school will be registered with The State Department of Education , in compliance with The Education Code.

Can you advise us of the requirements of your agency regarding the operation and maintenance of a private school serving children between the ages of six and sixteen?

At present we have no building, but will be interested in whatever advice you can give us in this regard.

We thank you for your interest and cooperation.

Yours truly,

Mrs. Joann S. Morris

Mrs. Joann S. Morris

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WAYNE COUNTY
DEPARTMENT OF HEALTH
WAYNE COUNTY HEALTH CENTER
ELOISE, MICHIGAN 48132
Telephones: 274-2800 - 721-0200

Board Members
FRANK T. BALAGA, M.D.
KATHRYN L. MCCULLOUGH
PAUL H. MUSKE, M.D.
GEORGE M. O'BRIEN, M.D.
GERALDINE O'LOAN

Acting Director
JOHN S. STOCK, M.P.H.

September 6, 1972

Mrs. Joann S. Morris
8760 Troy Street
Oak Park, Michigan 48237

Dear Mrs. Morris:

This is in answer to your request for information regarding the operation and maintenance of a private school serving children between the ages of 6 and 16. Our department, as other local health departments, do not promulgate specific requirements for operation of schools be they private or parochial. Such requirements, in general, are included in the State Department of Education Bulletin #412, as amended.

We would urge that any buildings under consideration for such school(s) be served by municipal water and sanitary sewers. Rural areas, although sometimes on the surface being feasible from an economical viewpoint, generally are not provided with such municipal services and oft times are difficult to be approved because of private disposal system problems.

We do not have surplus copies of the bulletin, but would suggest you contact the State Department of Education for one. I should also mention that contact should be made with the local health department having jurisdiction such as the Oakland, Macomb or Detroit Health Department's depending upon where the buildings are located. Our department only handles the out-Wayne County at the present time. I should point out some of the site location design criteria is that the noise level be low so that classroom interference would be minimized from exterior means and that egress to the structure not be complicated by heavy vehicular traffic volumes. Other such factors are included within the above mentioned bulletin.

BRANCH OFFICES: ECORSE 928-9123 GROSSE POINTE 881-8800

For a building to be evaluated for use as a private school, application would need to be made to the State Department of Education who would in turn request an inspection of such structure(s). The bulletin should cover generally all the environmental aspects you should be aware of.

Very truly yours,

Bruce P. Davis,
Public Health Engineer
Division of Environmental Health

BPD:sg

August 25, 1972

Detroit Health Department
2 Woodward Avenue
Detroit, Michigan

Gentlemen:

A group of parents and teachers, of which I am one, are in the process of exploring the possibilities for establishing a private school. This school will be registered with The State Department of Education, in compliance with The Education Code

Can you advise us of the requirements of your agency regarding the operation and maintenance of a private school serving children between the ages of six and sixteen?

At present we have no building, but will be interested in whatever advice you can give us in this regard.

We thank you for your interest and cooperation.

Yours truly,

Mrs. Joann S. Morris

Mrs. Joann S. Morris

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WILLIAM CLEXTON, D.V.M., M.P.H.
Public Health Director, Interim

GEORGE P. SWEDA, M.D., M.P.H.
Deputy Commissioner
Hospitals and Medical Care

FRANK MARKOWSKI
Deputy Commissioner
Administrative Services

City of Detroit

ROMAN S. GRIBBS, *Mayor*

DEPARTMENT OF HEALTH
DETROIT, MICHIGAN 48226

BOARD

DIANE MCLANE PLACE
President

JAMES J. MCCLENDON, M.D.
Vice President

HERBERT J. BLOOM, D.D.S., PH.D.

TOBY CITRIN

RONALD J. THAYER
Secretary to the Board

September 8, 1972

Mrs. Joann Morris
8760 Troy
Oak Park, Michigan 48237

Dear Mrs. Morris:

RE: INFORMATION ON REQUIREMENTS FOR THE ESTABLISHMENT OF A PRIVATE SCHOOL

Your letter of August 25, 1972 requesting information on the requirements for the establishment of a private school has reached my desk for reply.

You did not state in your letter whether the proposed school is to be located in the City of Detroit. If it is to be in Detroit, my suggestion would be that you select a building and then contact Dr. Lloyd E. Fales of the Michigan Department of Education. Dr. Fales will then send the request for inspection of the building to our office, which is the proper procedure. You may address Dr. Fales as follows:

Dr. Lloyd E. Fales, Supervisor
School Plant Planning Section
Michigan Department of Education
School Management Services
1020 South Washington Avenue
Lansing, Michigan 48902

If the school is not to be located in the City of Detroit, you should get in touch with the County Health Department. However, the same procedure would be followed as described above.

If any further assistance is required, you may call the writer at 224-3843 between the hours of 8:00 a.m. and 4:00 p.m.

Very truly yours,

Arthur C. Shaw

Arthur C. Shaw, B.Ch.E., R.S.
Senior Assistant Sanitary Engineer
Bureau of Sanitary Engineering

ACS:bjc

cc: Dr. Lloyd E. Fales, Michigan Department of Education

August 25, 1972

Detroit Fire Department
250 West Larned
Detroit, Michigan

Gentlemen:

A group of parents and teachers, of which I am one, are in the process of exploring the possibilities for establishing a private school. This school will be registered with The State Department of Education, in compliance with The Education Code.

Can you advise us of the requirements of your agency regarding the operation and maintenance of a private school serving children between the ages of six and sixteen.

At the present we have no building, but will be interested in whatever advice you can give us in this regard.

We thank you for your interest and cooperation.

Yours truly,

Mrs Joann S. Morris

Mrs. Joann S. Morris

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CITY OF DETROIT
ROMAN S. GRIBBS, Mayor

FIRE DEPARTMENT ■ FIRE MARSHAL DIVISION
250 WEST LARNED STREET, DETROIT, MICHIGAN 48226
(313) 963-2100

August 29, 1972

Mrs. Joan S. Morris
8760 Troy
Oak Park, MI 48237

Dear Mrs. Morris:

In response to your letter of August 25, 1972, regarding the requirements for establishing a private school, please be advised as follows:

1. A request must be made to the State Board of Education for the use of any building and/or construction of a building as a school facility.

2. If a new building is constructed—Plans and specifications must be submitted to the State Board of Education, The Michigan State Police and the Building Bureau of the Department of Safety Engineering, City of Detroit, Michigan for approval prior to construction. The provisions of (a) State of Michigan-School Building Law, (2) State of Michigan-School Bulletin #412, (3) City of Detroit, Michigan - School Safety Ordinance #410-F, would be applicable.

3. If an existing building is utilized and alterations are over $15,000.00, plans and specifications must be submitted to the State Board of Education, Michigan State Police-and Building Bureau of the City of Detroit, Michigan. However, a change of "Use and Occupancy" permit must be obtained from the Building Bureau of the City of Detroit in all cases & plans for approval probably would have to be submitted. Building Inspection would be under jurisdiction of the Michigan State Police, Fire Marshal Division. The provisions of (a) State of Michigan — School Building Law, (2) State of Michigan School Safety Regulations and City of Detroit, Michigan School Safety Ordinance #410 - F would be applicable.

4. Existing building over 1 story in height (Basement is considered a

level) must be fire-sistive construction (Type I or II Construction) Copies of the School Building Law, School Bulletin #412 & Michigan School Safety Regulations may be obtained from the Michigan State Police, Fire Marshal Division.

Yours truly,

Francis P. Fodale

Francis P. Fodale
Sr. Fire Prevention Inspector

Enc. (1)

FPF:adv

August 25, 1972

Wayne County Clerk
201 City-County Building
Detroit, Michigan

Gentlemen:

A group of parents and teachers, of which I am one, are in the process of exploring the possibilities for establishing a private school. This school will be registered with The State Department of Education, in compliance with the Education Code.

Can you advise us of the requirements of your agency regarding the operation and maintenance of a private school serving children between the ages of six and sixteen?

At present we have no building, but will be interested in whatever advice you can give us in this regard.

We thank you for your interest and cooperation.

Yours truly,

Mrs Joann S Morris

Mrs. Joann S. Morris

Office of the County Clerk

County of Wayne

JOSEPH B. SULLIVAN
COUNTY CLERK

201 City-County Building
Two Woodward Avenue
Detroit, Michigan 48226

WILLIAM J. O'BRIEN
CHIEF DEPUTY COUNTY CLERK

August 31, 1972

Mrs. Joann S. Morris
8760 Troy
Oak Park, Michigan 48237

Dear Madam:

Please be advised that any requirements regarding the operation and maintenance of a private school would be handled by the State Department of Education or the Wayne County Department of Health. May we suggest you contact the Wayne County Department of Health, Eloise, Michigan as to any requirements Wayne County might have.

Very truly yours,

JOSEPH B. SULLIVAN
WAYNE COUNTY CLERK

By Frank G. Curry
FRANK G. CURRY
DEPUTY COUNTY CLERK

FGC/mo

August 25, 1972

Oakland County Clerk
1200 North Telegraph Rd.
Pontiac, Michigan

Gentlemen:

A group of parents and teachers, of which I am one, are in the process of exploring the possibilities for establishing a private school. This school will be registered with The State Department of Education, in compliance with The Education Code.

Can you advise us of the requirements of your agency regarding the operation and maintenanc of a private school serving children between the ages of six and sixteen?

At present we have no building, but will be interested in whatever advice you can give us in this regard.

We thank you for your interest and cooperation.

Yours truly,

Mrs. Joann S. Morris

Mrs. Joann S. Morris

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Oakland Schools
2100 Pontiac Lake Road, Pontiac, Michigan 48054 Phone 313-338-1011

29 August 1972

Mrs. Joann S. Morris
8760 Troy
Oak Park, Mich. 48237

Dear Mrs. Morris:

I have sent your letter to the State Department of Education for response. It is that agency which makes, disseminates and enforces rules having to do with private schools.

Yours very truly,

W J E
v m w

William J. Emerson
Superintendent

August 25, 1972

Dr. John W. Porter
Superintendent of Instruction
State Department of Education
Lansing, Michigan

Dear Dr. Porter:

A group of parents and educators, of which I am one, are in the process of exploring the possibilities of setting up a private school for children between the ages of six and sixteen.

Could you send us, or direct us to, sections of The State Education Code which contains laws and guidelines pertaining to the establishment and maintenance of private schools? We would also like to receive whatever forms and documents we must fill out to be duly registered with you as an approved institution.

We thank you for your assistance.

Yours truly,

Mrs. Joann S. Morris

Mrs. Joann S. Morris

bs

APPENDIX F

POSSIBLE TEXTS

This section contains a list of possible Indian-oriented texts.

POSSIBLE TEXTS

1. American Indian Poetry: an Anthology of Songs and Chants, G. M. Crongu, ed., Liveright Publish Corp., reprint of 1st ed., copyright 1918. $2.75

2. American Indian Prose and Poetry, Margot Astrov, ed., G. P. Putnam's Sons (Capricorn), reprint of 2nd ed., copyright 1962. 2.45

3. Black Elk Speaks, John G. Neihardt, ed., Univ. of Nebraska Press, reprint of 1st ed., copyright 1959. 1.50

*4. Book of the Hopi, Frank Waters, Simon and Schuster, Inc. (Ballantine Books, Inc.), reprint of 1st ed., copyright 1963. 1.25

*5. Custer Died for Your Sins, Vine Deloria, Macmillan Co., reprint of 1st ed., copyright 1969. 1.25

*6. House Made of Dawn. N. Scott Momaday, Harper and Row, reprint of 1st ed., copyright 1968 (Pulitzer prize, 1968). .95

*7. Indian Boyhood, An, Charles A. Eastman, Dover Pub., Inc. reprints of 1st ed., copyright 1902. 2.50

*8. Indians and Other Americans, D'Arcy McNickle, with Harold E. Foy, Harper and Row Pub., Inc., reprint of 1st ed., copyright 1959 1.25

*9. Man Who Killed the Deer, The, Frank Waters, Swallow Press, reprint of 1st ed., copyright 1965. 2.50

*10. Masked Gods: Navaho and Pueblo Ceremonialism, Frank Waters, Simon and Schuster, Inc. (Ballantine Books, Inc.), reprint of 1st ed., copyright 1950. 1.65

*11. Middle Five, The: Indian School Boys of the Omaha Tribe, Univ. of Wisconsin Press, reprint of 1st ed., copyright 1900. 2.50

*12. People of the Valley, The, Frank Waters, Swallow Press, reprint of 1st ed., copyright 1941. 2.50

13. Plenty-Coups, Chief of the Crows, Frank Linderman, Univ. of Nebraska Press, reprint of 1st ed., copyright 1932. 1.80

14. Sacred Pipe, The: Black Elk's Account of the Seven Rites of the Oglala Sioux, Joseph E. Brown, ed., Penguin Books, Inc., reprint of 1st ed., copyright 1953. 1.45

15. Sky Clears, The, A. Grove Day, ed., Univ. of Nebraska Press, 1st ed., copyright 1964. 1.75

16. Sun Chief, The Autobiography of a Hopi Indian, Leo Simmons, ed., Yale Univ. Press, reprint of 1st ed., copyright 1942. 3.45.

17. Two Leggings, The Making of a Crow Warior, Peter Nabokov, ed., Apollo Editions, Inc., 1st ed., copyright 1967. 2.25

*18. Way to Rainy Mountain, The, N. Scott Momaday, Simon and Schuster, Inc. (Ballantine Books, Inc.), reprint of 1st ed., copyright 1970. 1.25

*English text by an Indian.

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REFERENCE WORKS

*1. American Indian in American History, The, Jeannette Henry, The Indian Historian Press, San Francisco, 1970.

*2. American Indian Life, Elsie Clews Parsons, B. W. Huebsch, Inc., New York, 1922. Library.

*3. American Indian Stories, Gertrude Bonnin (Zitkala-Sa), Hayworth Publishing House, Washington, D.C., 1921.

*4. Assiniboines, The. From the Accounts of the Old Ones Told to First Boy (James Larpenteur Long), James Larpenteur Long, University of Oklahoma Press, Norman, 1961.

*5. At Home in the Wilderness, Vincent Laduke (Sun Bear), Western Printing and Publishing Company, Sparks, Nevada, 1969.

6. Autobiography of Black Hawk, The, Antoine LeClaire, Historical Society of Iowa (reprint of 1833 text), Iowa City, 1932

7. Bag of Bones, A, Grant Towendally (ed. Marcelle Masson), Naturegraph Publishers, Healdsburg, California, 1966.

*8. Blackfort Winter Count, A, Bad Head, Glenbow Foundation, Calgary, 1965.

*9. Brothers Three, John Milton Oskison, Macmillan Company, New York, 1935. Library.

*10. Chief Long Lance Buffalo Child, Chief Long Land Buffalo Child, Cosmopolitan Book Corporation, New York, 1928.

*11. Co-ge-we-a, The Half Breed, Hum-Ishu-Ma (told to Sho-Paw-Tau), The Four Seas Company, Boston, 1927.

12. Coyote Stories, Hum-Ishu-Ma, Caxton Printers, Ltd., Caldwell, Idaho, 1933.

*13. Cowboys and Indians: Characters in Oil and Bronze, Joe Becker, University of Oklahoma Press, Norman, 1967.

14. Crashing Thunder: the Autobiography of a Winnebago, Crashing Thunder (ed. Paul Radin), Dover Publications, Inc., New York, 1963.

*15. Crime and Justice Among the Iroquois, William B. Newell, Caughnawaga Historical Society, Montreal, 1965.

*16. Crimson Carnage of Wounded Knee, The, Francis Benjamin Zahn (Chief Flying Cloud), Edward A. Milligan, Bottineau, North Dakota, 1967.

*17. Dancing Horses of Acoma, The, and Other Acoma Stories, Wolf R. Hunt, Wold Publishing Co., Cleveland, 1963.

*18. Formal Education in an Indian Community, Robert V. Dumont, Jr., et al, Society for the Study of Social Problems, Kalamazoo, 1964.

*19. Hano, a Tewa Community in Arizona, Edward P. Dozier, Holt, Rinehart, and Winston, New York, 1966. Library.

*English version written by an Indian.

20. Hell, Love, and War, Richard Courchene, published by author, Billings, Montana, 1969.

*21. From the Deep Woods to Civilization, Charles A. Eastman (Ohiyesa), Little, Brown, and Co., Inc., Boston, 1916.

22. Guests Never Leave Hungry, James Sewid (ed. James Spradley), Yale University Press, New Haven, 1969. Library.

*23. Human Wolves Among the Navajo, William Morgan, Yale University Press, New Haven, 1936.

*24. Indian Art in America: the Arts and Crafts of the North American Indian, Frederick J. Dockstader, New York Graphic Society, New York, 1966. Library.

*25. Indian Today, The, the Past and Future of the First American, Charles A. Eastman (Ohiyesa), Doubleday and Co., Inc., Garden City, New York, 1915.

26. Indian Tribes of the United States, The: Ethnic and Cultural Survival, D'Arcy McNickle, Oxford University Press, New York, 1962. Library.

*27. Indians Are People, Too, Ruth Muskrat Bronson, Friendship Press, New York, 19--.

*28. Indians and Other Americans, D'Arcy McNickle, with Harold Fey, Harper and Row Publishers, Inc., New York, 1959. Library.

29. Indian, The: America's Unfinished Business. Report of the Commission on the Rights, Liberties, and Responsibilities of the American Indian, Nan A. Brophy and Sophie D. Aberle, University of Oklahoma Press, Norman, 1966.

30. Indians of Today, Marion Eleanor Gridley, Towerton Press, Chicago, 1960. Library.

31. Jim Whitewolf: the Life of a Kiawa Apache Indian (ed. Charles S. Brant), Dover Books, New York, 1969. Library.

*32. Kachina and the White Man, The: the Influences of the White Culture on the Hopi Kachina Cult, The, Frederick J. Dockstader, Cranbrook Institute of Science, Bloomfield Hills, Michigan, 1954.

33. Kaibah: Recollections of a Navajo Girlhood, Kay Bennett, Western Lone Press, Los Angeles, 1964.

*34 Land of the Spotted Eagle, Chief Standing Bear, Houghton, Mifflin Co., 1933.

*35. Legends of the Long House, Jesse Cornplanter, J. B. Lippincott Co., Philadelphia, 1938.

*36. Life of General Ely S. Parker, The: Last Grand Sachem of the Iroquois and General Grant's Military Secretary, Arthur Caswell Parker, Buffalo Historical Society Publications, Buffalo, 1919.

*37. Miracle Hill: the Story of a Navajo Boy, Emerson Blackhorse Mitchell and T. D. Allen, University of Oklahoma Press, 1967.

38. My Indian Boyhood, Luther Standing Bear, Houghton, Mifflin Co., New York, 1928.

39. My People, the Sioux, Luther Standing Bear (ed. E. A. Brininstool), Houghton, Mifflin Co., Boston and New York, 1928.

40. Narrative of a Southern Cheyenne Woman, anonymous (ed. Truman Michelson), Smithsonian Miscellaneous Collections, Washington, D. C., 1932.

*41. Navajo Historical Selections, William Morgan, with Robert W. Young, Bureau of Indian Affairs, Lawrence, Kansas, 1954.

42. Navajo Indian Poems: Translation From the Navajo, and Other Poems, Cha-La-Pi. (as told to Hilda Faunce Wetherill), Vantage Press, New York, 1952.

*43. Nez Percé Texts, Archie Phinney, Columbia University Contributions to Anthropology, New York, 1934.

*44. Old Father, the Story Teller, Pablita Velarde, Dale Stuart King (publisher), Globe, Arizona, 1960.

*45. Old Indian Legends, Gertrude Bonnin (Zitkala-Sa), Ginn and Co., Boston and London, 1901.

*46. Omaha Tribe, The, Francis La Flesche and Alice Fletcher, Government Printing Office, Washington, D. C., 1911.

*47. Osages, The: Children of the Middle Waters, John Joseph Mathews, University of Oklahoma Press, Norman, 1961.

*48. Our Inaccurate Textbooks, anonymous, The Indian Historian Press, San Francisco, 1970.

49. Owl Sacred Pack of the Fox Indians, The, Truman Michelson, Bureau of American Ethnology, Washington, D. C., 1921.

*50. Parker on the Iroquois, Arthur Caswell Parker, Syracuse University Press, Syracuse, 1968.

*51. Pawnee Indian Societies, James R. Murie, Anthropological Papers of the American Museum of Natural History, New York, 1914.

*52. Pictographic History of the Oglada Sioux, A, Amos Bad Heart Bull, University of Nebraska Press, Lincoln, 1967.

*53. Pima Indian Legends, Anna Moore Shaw, University of Arizona Press, Tucson, 1968.

*54. Pima Remembers, A, George Webb, University of Arizona Press, Tucson, 1959.

*55. Poems, John Rollin Ridge, Henry Payot and Co., Publishers, San Francisco, 1868.

*56. Potlatch, George C. Clutesi, Gray's Publishing Ltd., Sidney, British Columbia, 1969.

*57. Project Head Start in an Indian Community, Alfonso Ortiz, University of Chicago Press, Chicago, 1965.

*58. Pueblo Indians of the Southwest, Edward P. Dozier, Holt, Rinehart and Winston, New York, 1970.

59. Ramah Navajos, The, Son of Former Many Beads (ed. William Morgan and Robert W. Young), Bureau of Indian Affairs, Lawrence, Kansas, 1967.

*60. Red Horse Owner's Winter Count: the Oglala Sioux, 1786-1968, Red Horse Owner (ed. Joseph S. Karol), The Booster Publishing Co., Martin, South Dakota, 1969.

*61. Red Hunters and the Animal People, Charles A. Eastman (Ohiyesa), Harper and Brothers, New York, 1904.

*62. Red Jacket: Last of the Senecas, Arthur Caswell Parker, McGraw Hill Publishing Co., New York, 1952.

*63. Redmen of the Golden West, Rupert Costo, The Indian Historian Press, San Francisco, 1970.

64. Report on the First All-Indian Statewide Conference on California Indian Education, anonymous, California Indian Education Association, Inc., Modesto, 1967.

*65. Run Toward the Nightland, J. F. and A. G. Kilpatrick, Southern University Press, Dallas, 1967. Library.

*66. Sah-gan-de-oh, the Chief's Daughter, Lucille Winnie (Sah-gan-de-oh), Vintage Press, New York, 1968.

*67. Seneca Myths and Folk Tales, Arthur Caswell Parker, Buffalo Historical Society, Buffalo, 1923.

*68. Shadow of Sequayoh, The: Social Documents of the Cherokees, 1862-1964, J. F. and A. G. Kilpatrick, University of Oklahoma Press, Norman, 1965.

69. Shinnecock Indians, The, Lois Marie Hunter, Buys Brothers, Islip, New York, 1952.

*70. Soul of the Indian, The, Charles A. Eastman (Ohiyesa), Houghton, Mifflin Co., Boston and New York, 1911.

*71. Speaking of Indians, Ella C. Deloria, Friendship Press, New York, 1944.

*72. Springplace: the Moravian Mission and the Ward Family of the Cherokee Nation, Muriel H. Wright, Co-operative Publishing Co., Guthrie, Oklahoma, 1940.

*73. Strange Journey: the Vision Quest of a Psychic Indian Woman, Louise Lone Dog, Naturegraph Co., Healdsburg, California, 1964.

*74. Sundown, John Joseph Mathews, Longmans, Green and Co., New York, 1934.

*75. Surrounded, The, D'Arcy McNickle, Dodd, Mead and Co., New York, 1936.

76. Tahan: Out of Savagery Into Civilization, Joseph K. Griffis, George B. Doran Co., New York, 1915.

*77. Talking to the Moon, John Joseph Mathews, University of Chicago Press, Chicago, 1945.

*78. Tanaina Tales From Alaska, Bill Vandrin, University of Oklahoma Press, Norman, 1969.

*79. Tapestries in the Sand: the Spirit of Indian Sand Painting, David Villasenor, Naturegraph Publishers, Healdsburg, California, 1966.

*80. Tecumseh and His Times: the Story of a Great Indian, John M. Oskison, G. P. Putnam's Sons, New York, 1938.

*81. They Came Here First: the Epic of the American Indian, D'Arcy McNickle, J. B. Lippincott Co., Philadelphia, 1949.

*82. Traditions of the Skidi Pawnee, James R. Murie, with George Amos Dorsey, Houghton, Mifflin and Co., Boston, 1904.

*83. Truth of a Hopi: Stories Relating to the Origin, Myths, and Clan Histories of the Hopi, Edmund Nequatewa, Arizona Northland Press, Flagstaff, 1967.

*84. Wah'Kon-tah: the Osage and the White Man's Road, John Joseph Mathews, University of Oklahoma Press, Norman, 1968. Library.

*85. Walk in Your Soul: Love Incantations, J. F. and A. G. Kilpatrick, Southern Methodist University Press, Dallas, 1965. Library.

*86. War Ceremony and Peace Ceremony of the Osage Indians, The, Francis La Flesche, Bureau of American Ethnology, Washington, D. C., 1939.

*87. West to the Setting Sun, Ethel Brant Monture, with Harvey Chalmers, Macmillan Co., New York, 1943.

*88. When Coyote Walked the Earth: Indian Tales of the Pacific Northwest, Corinne Running, Henry Holt, New York, 1949.

89. Where the Two Came to Their Father, Jeff King (Maude Oakes, recorder), Princeton University Press, Princeton, 1970.

*90. Winter Count [novel], Chief Eagle, Golden Ball Press, Denver, 1968.

*91. Wild Like the Foxes, Anauta Blackmore, John Day Co., New York, 1956.

*92. Young American Poets (see nine poems by James Welch), James Welch, editor, Big Table Publishing Co., Chicago, 1968.

APPENDIX G

PUBLIC LAW 90-351

This section contains a copy of a section of the Omnibus Crime Control and Safe Streets Act of 1968 referring to programs available under the Act.

7.50 - ACADEMIC ASSISTANCE GRANTS

Authorizing statute: Part D, title I, Omnibus Crime Control and Safe Streets Act of 1968, Public Law 90-351, 82 Stat. 201, section 406.

Administrator: William E. Caldwell, Acting Chief, Office of Academic Assistance, Law Enforcement Assistance Administration, U. S. Department of Justice, Washington, D. C. 20530, (202) 386-3466.

Nature of program: Designed to provide financial assistance to students preparing for law enforcement careers and to law enforcement corrections and other criminal justice personnel.

Eligibility: Only institutions of higher education are eligible. Students who wish loans or tuition aid must apply directly to the participating schools.

Available assistance: Approval cash loans and grants.

Use restrictions: Loans may be used to attract college students to law enforcement careers, as well as to upgrade persons currently employed in law enforcement. Grants are restricted to inservice personnel.

Past appropriations: Fiscal year 1969 appropriation, $6.5 million. Programs not in existence before fiscal year 1969.

Obligations incurred: $6.5 million obligated to 486 institutions.

Average assistance: Loans up to $1,800 per year. Grants up to $300 per semester.

Assistance prerequisites: Loans must be evidenced by a promissory note. Grant recipients must agree to remain in law enforcement for 2 years after they complete courses or repay full amount of funds advanced.
Postgrant requirements: Periodic progress and financial reports are required from institutions.
Washington contact: Insert same data as under "Administrator".
Local contact: None.
Application deadlines: June 7, 1969.
Approval/disapproval time: 1 month.
Reworking time: 1 week.
Related programs: Research programs of LEAA are most directly related. The LEAA action and discretionary funds grant programs are also related.

7.51 - DISCRETIONARY ACTION GRANTS FOR LAW ENFORCEMENT IMPROVEMENT

Authorizing statutes: Part C, 82 Stat. 202, section 301.
Administrator: Daniel L. Skoler, Director, Office of Law Enforcement Programs, Law Enforcement Assistance Administration, Department of Justice, Washington, D. C. 20350, (202) 386-3134.
Nature of program: Designed to provide financial assistance to the States for improvement of law enforcement programs and projects.
Eligibility: Any State, the District of Columbia, Puerto Rico, American Samoa, Guam, and Virgin Islands, based on availability of funds and a suitable, nationally significant project.
Available assistance: Discretionary grants of cash and technical assistance.
Use restrictions: Funds may be used, consistent with the Bureau of the Budget Circular A-87, for projects that will improve and strengthen law enforcement.
Past appropriations: Fiscal year 1969 appropriation, $4.35 million. Program not in existence before 1969.
Obligations incurred: $4.35 obligated in fiscal year 1969.
Average assistance: Grants vary at the discretion of LEAA.
Assistance prerequisites: States must provide matching funds in accordance with Public Law 90-351, section 301. Requirement may be waived in exceptional cases.
Postgrant requirements: Periodic progress and financial reports are required.

Washington contact: Insert same data as under "Administrator."
Local contact: None at the present time.
Application deadlines: Not presently fixed.
Approval/disapproval time: 2 months.
Reworking time: 1 month.
Related programs: The LEAA planning grant program is most directly related. Academic assistance and research programs of LEAA are also related. Other agency programs model cities, HUD; Urban management assistance administration, HUD; juvenile delinquency and youth development, HEW.

7.52 - NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE

Authorizing statute: Part D, title I, Omnibus Crime Control and Safe Streets Act of 1968, Public Law 90-351, 82 Stat. 203, section 402.
Administrator: Henry S. Ruth, Director, National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, Washington, D. C. 20530, (202) 386-3306.
Nature of Program: Designed to sponsor and conduct research and development relating to the causes and prevention of crime, detection and apprehension of offenders, management of criminal justice, rehabilitation of offenders, collection and dissemination of criminal justice statistics.
Eligibility: Public agencies, educational institutions, and private organizations.
Available assistance: Grants of cash and technical assistance.
Use restrictions: Funds may be used for research and development of law enforcement operations and technology. Subgrants to local units of government may be used consistent with Bureau of Budget Circular A-21.
Past appropriations: Fiscal year 1969 appropriation, $3 million. Program not in existence before fiscal year 1969.
Obligations incurred: $3 million obligated in fiscal 1969.
Average assistance: Grants vary at discretion of Law Enforcement Assistance Administration.
Assistance prerequisites: Recipients must contribute money, facilities, or services to carry out the purpose for which grant is sought.
Postgrant requirements: Periodic progress and financial reports are required.
Washington Contact: Insert same data as under "Administrator".

Local contact: None at the present.
Application deadlines: Not presently fixed.
Approval/disapproval time: 1 month.
Reworking time: 2 weeks.
Related programs: The LEAA action and discretionary funds grant programs are most directly related. The academic assistance program of LEAA is also related. Other agency programs model cities, HUD; urban management assistance administration, HUD; juvenile delinquency and youth development, HEW.

7.53 - PLANNING GRANTS FOR LAW ENFORCEMENT IMPROVEMENT

Authorizing statue: Part B, title 1, Omnibus Crime Control and Safe Streets Act of 1968, Public Law 90-351, 82 Stat. 197. section 201.
Administrator: Daniel L. Skoler, Director, Office of Law Enforcement Programs, Law Endorcement Assistance Administration, Department of Justice, Washington, D. C., 20350, (202) 386-3134.
Nature of program: Designed to improve law enforcement and reduce crime by supporting the development of coordinated plans.
Eligibility: Any State, the District of Columbia, Puerto Rico, American Samoa, Guam, and Virgin Islands. If a State fails to apply, local governments within the State may apply. States must make at least 40 percent of funds available to local governments.
Available assistance: Grants of cash and technical assistance.
Use restrictions: Funds may be used, consistent with Bureau of the Budget Circular A-87, for any expense of establishment or operation of the State planning agency required by statute to administer the program in the State.
Past appropriations: Fiscal year 1969 appropriation, $19 million. Program not in existence before fiscal year 1969.
Obligations incurred: $19 million obligated in fiscal year 1969.
Average assistance: Statutory formula provides minimum grant of $100,000 plus a population-based pro rata share of funds to each State.
Assistance prerequisites: The chief executive of the State must establish, or designate, a State law enforcement agencies and of units of general government to administer programs authorized by the act within the State.
Postgrant requirements: Periodic progress and financial reports are required.

Washington contact: See "Administrator" above.
Local contact: None at the present time.
Application deadlines: Not presently fixed.
Approval/disapproval time: 1 month.
Reworking time: 2 weeks.
Related programs: The LEAA action and discretionary funds grant programs are most directly related. Academic assistance and research programs of LEAA are also related. Other agency programs model cities, HUD; urban management assistance administration, HUD; juvenile delinquency and youth development, HEW.

7.54 - STATUTORY ACTION GRANTS FOR LAW ENFORCEMENT IMPROVEMENT

Authorizing statute: Part C, title I, Omnibus Crime Control and Safe Streets Act of 1968, Public Law 90-351, 82 Stat. 202, section 301.
Administrator: Daniel L. Skoler, Director, Office of Law Enforcement Programs, Law Enforcement Assistance Administration, Department of Justice, Washington, D. C. Telephone (202) 386-3134.
Nature of Program: Designated to provide financial assistance to the States for improvement of law enforcement programs and projects.
Eligibility: Any State, District of Columbia, Puerto Rico, American Samoa, Guam, and Virgin Islands, based on statutory allocation.
Available assistance: Statutory grants of cash and technical assistance.
Use restrictions: Funds may be used, consistent with Bureau of Budget Circular A-87, for projects that will improve and strengthen law enforcement.
Past appropriations: Fiscal year 1969 appropriation, $24.65 million. Program not in existence before 1969.
Obligations incurred: $24.65 million obligated.
Average assistance: Statutory formula provides distribtuion to the States according to population.
Assistance prerequisites: States must provide matching funds in accordance with Public Law 90-351. Section 301. Federal share varies from 50 to 75 percent depending on the type program concerned.
Postgrant requirements: Periodic progress and financial reports are required.

Washington contact: See "Administrator" above.
Local contact: None at the present time.
Application deadlines: Not presently fixed.
Approval/disapproval time: 1 month.
Reworking time: 2 weeks.
Related programs: The LEAA planning grant program is most directly related. Academic assistance and research programs of LEAA are also related. Other agency programs model cities, HUD; urban management assistance administration, HUD; juvenile delinquency and youth development, HEW.

APPENDIX H

PUBLIC LAW 92-318

This section contains copies of two analyses of the Higher Education Act, Public Law 92-318.

Prepared by
Office of Legislation
U.S. Office of Education

INDIAN EDUCATION PROVISIONS

OF PUBLIC LAW 92-318

The genesis of the Indian title is somewhat complex. The provisions were included in the first version of S. 659 as reported from the Committee on Labor and Public Welfare last August. Due to a jurisdictional dispute with Senator Jackson's Committee on Interior and Insular Affairs, the provisions were broken out from S. 659, introduced as S. 2482, jointly reported by the Committee on Labor and Public Welfare and the Committee on Interior and Insular Affairs, and passed by the Senate in October with no opposition. During the reconsideration of S. 659 to include the Emergency School Aid and Quality Integrated Education Act, the Indian provisions, identical to those in S. 2482, were again included as Title IV of S. 659. The bill was signed into law by the President on June 23, 1972, and became Public Law 92-318.

FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF INDIAN CHILDREN: SUBSTANTIVE AUTHORITY

Title IV part A, of P.L. 92-318 adds a new program to P.L. 874 (Impact Aid) which instructs the Commissioner of Education to carry out a program of financial assistance to local educational agencies to develop and carry out elementary and secondary school programs specially designed to meet the special education needs of Indian children. Grants may be used for the planning, development, establishment, maintenance and operation of programs.

This program provided for an entitlement to the LEA in the amount of the full average per pupil expenditure for the State times the number of Indian children enrolled. An LEA is eligible if it has at least 10 Indian children enrolled, or if such children constitute 50 percent of the enrollment. This requirement does not apply to the States of Alaska, California, or Oklahoma, or to any LEA located on or near an Indian reservation.

In addition to the sums appropriated for grants to LEA's, there is authorized to be appropriated an additional amount not in excess of 5 percent of the entitlement payments for schools on or near reservations which are not LEA's or have not been LEA's for more than three years.

In the event that insufficient funds are appropriated under this part to pay in full the total entitlements to the LEA's, the maximum amounts which all agencies are eligible to receive will be ratably reduced.

In this part, as in other parts of the law, parental participation is stressed. Part A requires "open consultation" of the parents by the LEA in the development of the program; approval of the application by a committee composed of a majority of parents; and continued involvement and evaluation of the program by the parents.

AMENDMENTS TO EXISTING PROVISIONS OF P.L. 874

The law requires that LEA's receiving funds on the basis of the parents of Indian children under P.L. 874 provide satisfactory assurance that Indian children will participate on an equitable basis in all school programs.

In addition, the Commissioner is directed to exercise authority under section 415 of the General Provisions Act to require parental participation with respect to use of Impact Aid funds earned by Indians.

SPECIAL PROGRAMS AND PROJECTS TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN

Part B of the law adds a new section 410 to Title VIII ESEA to authorize a series of broad grant programs to be administered by the Commissioner. Grant programs for the following purposes are authorized: (1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving educational opportunities for Indian children; (2) to assist in the establishment and operation of programs providing services not otherwise available and development and establishment of exemplary programs; (3) to assist in the establishment and operation of preservice and inservice training programs for personnel serving Indian children; and (4) to encourage dissemination of information and evaluations of educational programs for Indian children. It is stated in the Committee Report that development of culturally relevant and bilingual curriculum materials should be emphasized under this part.

State and local education agencies, institutions of higher education, and Indian tribes and organizations are eligible grantees under this part.

For purposes of making grants under this part there are authorized to be appropriated $25 million for FY '73 and $35 million for each of the two succeeding fiscal years.

EXTENSION OF SET-ASIDES TO BIA UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT AND THE EDUCATION OF THE HANDICAPPED ACT

Funds are set aside by law from certain OE programs to be administered by the BIA under Titles I, II, and III of ESEA and the Education of the Handicapped Act. P.L. 92-318 extends the existing set-aside provisions through FY '73.

For the purposes of Titles II and III ESEA and part B of the Education of the Handicapped Act (Assistance to States), the Secretary of the Interior shall have the same duties and responsibilities regarding these funds as a State education agency.

SPECIAL PROGRAMS RELATING TO ADULT EDUCATION FOR INDIANS; SUBSTANTIVE AUTHORITY

In part C a new section 314 is added to the Adult Education Act directing the Commissioner to administer a program of grants to State educational agencies and LEA's, and Indian tribes, institutions and organizations to support planning, pilot, and demonstration projects which are designed to plan, evaluate, and demonstrate Indian adult education programs. There are authorized to be appropriated $5 million for FY '73 and $8 million for each of the two succeeding fiscal years for this program.

OFFICE OF INDIAN EDUCATION, DEPUTY COMMISSIONER FOR INDIAN EDUCATION, NATIONAL ADVISORY COUNCIL FOR INDIAN EDUCATION

Part D establishes a bureau level Office of Indian Education with OE to administer the Indian provisions of this law. The law requires that the new OIE be headed by a GS-18 Deputy Commissioner for Indian Education.

The Commissioner must select the Deputy Commissioner for Indian Education from a list of nominees submitted by the National Advisory Council on Indian Education.

The National Council consists of 15 Indian members appointed by the President from lists of nominees furnished by Indian tribes and organizations. In addition to furnishing nominees for the Deputy Commissioner post, the Council will engage in such duties as: advising the Commissioner regarding the administration of any program affecting Indians; advising on the budget and funding process; reviewing applications submitted to the OIE for funding; evaluating programs funded by the OIE; and reporting directly to the Congress; with recommendations for improvements of Federal Indian education programs.

EARMARKING OF HIGHER EDUCATION TITLE V, PART D, FUNDS

Part E creates a new section 532 under Part D of the Education Professions Development Act containing a 5 percent set-aside from part D funds for the training of personnel to be teachers in BIA schools. Based on the FY '73 budget request of $77.8 million for the purposes of part D, the earmarking would involve $3.89 million for the training of teachers for the 50,000 pupil BIA system. Indians are to be given preference in such training programs.

AMENDMENTS TO TITLE I ESEA

The set-aside provision of Title I for the Secretary of the Interior is extended through FY '73. A new subparagraph (C) is added to section 103(a)(I) of Title I controlling the amount of, and terms upon which payments are made to the Secretary of the Interior under the set-aside provision. The terms of the new subparagraph are substantially similar to the memorandum of understanding already in effect between OE and BIA concerning the administration of Title I funds.

indian education: kennedy's title IV enacted under pl 92-318

S659, (PL 92-318), the Higher Education Act of 1972, was signed into law on June 23, 1972. The Kennedy amendment, Title IV, Indian Education, supported by most of the Democratic presidential candidates when it was initially prepared in February, 1971, survived the legislative process, but with some major changes. (See 1 LR, no. 2, p.35)

What the Act does not do, as compared to its earlier form, is to turn over control of the BIA Education Programs to a National Board of Indian Education. Neither does it provide for the actual operation of schools by this board, which is now designated by the Act as an "Advisory Board."

What Title IV does do is add to the regulations and funding of several existing major programs that fund Indian education, and create several new programs. Also, it establishes a National Advisory Council on Indian Education, which evaluates, advises on and discusses

Public Law 814, Public Law 874, and the Elementary and Secondary Education Act of 1965 grants with the Commissioner of Education (within HEW). The National Advisory Council, under the Act, will send a yearly review of all federal Indian education programs to the Congress. The Bureau of Indian Education is established within the Office of Education, HEW, under a deputy commissioner. This Bureau will administer, under the direction of the Commissioner of Education, the Title III programs of ESEA established by this Act, and the PL-874 new programs, as well as the new Section 810 of ESEA, added by the Act.

GENERAL POLICY

Although changed from its original form, Title IV retains the following policy features:

1. The grants involved shall be approved only after the community, the parents of the students, and when applicable, the students themselves, have participated, and will continue to participate in the formation, operation, and evaluation of the program.

2. The Public Laws added to by S.659 are to be broadened in the definition of "Indian." In the case of PL-874, now applicable to Indians as defined by the Secretary of the Interior, the Act allows these new definitions: an enrolled member of any organized group of Indians, including those terminated since 1940, and their first or second degree descendants; individuals determined to be Indians under new guidelines established by the National Advisory Council and the Commissioner of Education. The Act leaves open the possibility of including all Indians in the country within the new Sections established by the Act, without decreasing each individual share and without decreasing funds for the "federal impact" titles, which aid school districts by replacing the amount of revenue lost from non-taxable lands.

3. Several existing programs are strengthened to involve activites that meet the needs of Indian children only. This could cut down on the diffusion of federal Indian education grants, if the mechanisms in the Act are applied adequately, and if they set a precedent for policy.

4. Title IV origianally specified that the Commissioner of Education could not approve any non-Indian organization as the receiving agency of any of these grants, unless "all" approvable grants had been approved." This confusing language was replaced with a committment to "Indian priority" in assigning grants.

5. The Title originally waived accreditation requirements, under the Higher Education Act of 1961, for five years, for schools located on or near Reservations, if the Commissioner of Education so decided. This might have been an advantage to those who are attempting to gain local control of their schools, but this was ommitted from the final version.

6. Several other provisions related to developing local Indian control of school boards are established under the Act. ESEA, Title VII is amended to allow the Commissioner of Education to determine schools "on

or near Reservations" run by Indian non-profit "institutions or organizations of the tribe," to be considered as the "local educational agency." Another indication of this tendency in the final version of Title IV is the absence of the requirement that state educational agencies approve PL-874 grants.

7. Most significant is that PL-874 funds involved are not channeled through the state system, but are to go directly to the local educational agency. With the new difinitions of such agnecies found in the Act, there is a chance to open the funding possibilities for developing Indian controlled schools, and a better chance of the funds benefiting the students they are intended for.

PART A: REVISION OF IMPACTED AREAS PROGRAM

Part A, Title IV, is "A Revision of Impacted Areas Program (PL-874) as it Relates to Indian Children."

The Act hits squarely in the controversy of what uses are made of federal impact aid, Johnson-O'Malley, and ESEA funds at the state and district level.

The funds authorized in the Act, to be computed on a per pupil basis, are for "local educational agencies to develop and carry out elementary and secondary school programs specially designed to meet the special educational needs of Indian children in the United States."

That these "special needs" will be adequately defined is assured by the community involvement clauses, found throughout the Act, and additionally, in Part A, by the development of a committee of parents and students which participates and approves programs and projects which "will substantially increase the educational opportunities of Indian children..." Grants may only be used to plan and develop programs specifically designed to meet the needs of Indian children, to pay for the establishment and operation of these programs, and for minor classroom remodeling and purchase of new equipment of these programs.

To make sure that these needs alone are met with the funds administered under the amendment to PL-874, the existing 874 clause which prescribes that the state will not render aid to the educational agency at less than the amount it would have rendered if the funds were not granted, is reasserted in the amendment. In addition, formulas for evaluating and enforcing the state's cooperation, including a yearly audit, are strongly indicated.

An amount equal to 5 percent of the total PL-874 per pupil funds, and additional to it, will be used for those schools that are not local education agencies, or have not been operating for three years, constituting a discretionary fund for non-established schools.

In short, Title IV has limited the use of the funds in PL-874's new Title, making them usable only to meet the special needs of Indian children, and, provided the means to enforce the policy. PL-874 will also continue to provide funds for the education of children in Public schools on or near Reservations under its federal impact Section, currently about $30 million

annually.

PART B: SPECIAL PROGRAMS AND PROJECTS

Part B is an amendment to Title VIII of ESEA '65, and as such, does not affect the massive funds that flow annually from Title I to nearly every school district enrolling Indian children. Nor does the Act affect the funds annually set aside for the Secretary of Interior for use in the BIA schools, although that was considered. (These funds are set aside from the ESEA's program in HEW for use by the BIA, and this procedure has been criticized on the grounds that it does not encourage auditing or proper guidelines in distribution of the funds).

The amendment to Title VIII does place $25 million in 1973 and $35 million in both 1974 and 1975 into purview of the Commissioner of Education and the new Bureau of Indian Education. This new program will be, if appropriated

for as authorized, in addition to the $20 million plus, already reaching Indian children annually under ESEA.

The new Title VIII programs include priority for Indian organizations, and will provide grants for the testing and support of projects which will provide educational services not now available to Indian children. These grants will not take into account the Reservation or off-Reservation status of students, and can even be used for special programs in federally supported (BIA) schools at the elementary and secondary level.

Although Title I ESEA has not been affected by this Act, both Titles II and III have been amended to remove the previously agreed-upon authority of the BIA to use these funds as needed in their schools, and has placed it in the Office of Education. These Titles include funds for library materials, textbooks, guidance, and testing. This switch is in part a response to continued criticism about the lack of accountability over funds like those in ESEA when released by HEW to BIA, without adequate auditing or assurance of their use.

PART C: ADULT EDUCATION

Part C also amends ESEA, this time under Title III for Indian adults, authorizing $5 million in 1973 and $8 million in each of the next two years. Again, Indian preference for the agency receiving the grants, and community involvement are necessary, and are determined to be adequate by the Commissioner of Education (and, as implied, by the Bureau of Indian Education and its deputy Commissioner).

PART D: STRUCTURE

As discussed earlier, Part D is notable for the spareness of its language. There are no provisions made for the funding of the Bureau of Indian Education or the National Advisory Board it authorizes and establishes, except that the Commissioner of Education shall make available to the Board such funds as necessary to carry out its functions, the money to come from the General Educational Programs Act.

The Board's duties have all been described in this article, except that, the Board has a very broad scope for its study and advisement responsibilities, and the deputy Commissioner of the BIE (Bureau of Indian Education), can be assigned other duties by the Commissioner of Education.

PART E: MISCELLANEOUS

Part E also has been cut down in length and does not carry the provision for support and study of the community college concept that was in the original proposal. Two provisions remain, one to make available through Title V, ESEA, contracts for the education of potential teachers in the BIA schools. Another, as already mentioned, to amend Title VII of ESEA, Bilingual Education, to allow grants to organizations that educate elementary and secondary students on or from a Reservation, thus broadening the definition of local educational agency.

THE FUTURE

The inclusion of Title IV in S.659 represents part of the struggle to put together a comprehensive Indian educa-

tion Act, a struggle in which Tribes and national Indian organizations have expressed a variety of opinions, support of varying proposals, and in some cases, denial that there is need for such an Act at this time.

The major provisions of the proposed comprehensive bill in the section that relates to public schools have been covered by the Title IV passage, with the exception of two funding areas: school construction, and ironically, higher education. The Board established is advisory only, and does not hold the control powers that had been proposed, and opposed by Indians throughout the hearings on the various bills. Neither is the Board established separate from all other executive agencies, nor does it affect OEO or the major programs in BIA. Thus it is likely that a bill like Senator Jackson's (D-Wash.), S.2724, would be reduced to its Title I, the National Board of Regents, administering Federally operated schools for Indians, and be pursued separately.

Another question of immediate importance is the level of funding that will come out of the Appropriations Committees. Being of major importance, the Act will be considered for appropriations in a supplemental budget to the 1973 budget, and may be considered as early as the end of July. The Senate Subcommittee, Labor and Health, Education and Welfare, chaired by Warren G. Magnuson (D-Wash.), and the House Subcommittee, also Labor and Health, Education and Welfare, chaired by Daniel J. Floor (D-Penn.), will consider the policies and funding recommendations made by the Commissioner of Education and other officials at HEW, which raises the first question of how much of the authorizations in Title IV will be appropriated, and how the Act will affect the existing Indian Educational assistance policies. Policy changes in JOM and other programs, if there prove to be any through the efforts of the executive departments, and in Appropriations Committees, will perhaps be reflected here. Another matter of importance to Indian education, the full funding of PL-815 for school construction in impacted areas, and for Reservation-related schools, will be indicated by this year's availability of grants for Indian schools and the ease with which such requests are granted and carried out. Title IV's exclusion of school construction money was effected with the expectation of a more reasonable availability of the PL-815 funds.

Title IV is not a comprehensive Indian Education Act although it does offer some avenues toward the realization of local control of Public schools serving Indians and a source of much needed funds for much needed programs.

APPENDIX I

LETTER FROM LEGISLATOR

This section contains a copy of a letter from Representative William S. Broomfield.

WILLIAM S. BROOMFIELD
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September 5, 1972

Mrs. Joann Sebastian Morris
8760 West Troy
Oak Park, Michigan

Dear Mrs. Morris:

I recently learned from your mother's neighbor, Mrs. Dineen of the work you are doing in the Detroit area concerning the Michigan Indian Education Survey.

I must commend you on your efforts to restore the Indian culture. You should be very proud of your accomplishments and I hope yourproject will be successful.

Best wishes and again I commend you on your fine work.

Sincerely,

William S. Broomfield
Member of Congress

WSB:sal

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